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ABSTRACT

This project was conducted to continue the curriculum network whereby information, services, and materials related to the disadvantaged were disseminated directly to vocational personnel in Pennsylvania. During the year-long program, a curriculum network was maintained through the vehicle of a newsletter distributed to educators in the state. The network continued the solicitation of programming information, curriculum materials, instructional resources, exemplary approaches, and evaluation strategies that have worked effectively with disadvantaged learners from the secondary and postsecondary communities. Six editions of the newsletter, "Curriculum Information Network/Disadvantaged," were developed and disseminated to 2,000 educators in the state. In addition, six special reports were developed related to the education of disadvantaged students in vocational classes. (A large part of this document consists of these editions of the newsletter.) (Author/KC)

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FINAL REPORT

THE CONTINUATION OF THE "CURRICULUM INFORMATION NEWS" FOR TEACHERS, COUNSELORS, AND ADMINISTRATORS CONCERNED WITH THE VOCATIONAL EDUCATION OF DISADVANTAGED LEARNERS

(Contract Number 93-4006)

Jerry L. Wircenski

Division of Occupational and Vocational Studies
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University Park, PA 16802

July 1, 1983 - June 30, 1984

THE PENNSYLVANIA STATE UNIVERSITY DEPARTMENT OF VOCATIONAL EDUCATION

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VOCATIONAL — TECHNICAL EDUCATION **Research Report**

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June 1984

Volume 22, Number 6

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The cooperation of many individuals has been a necessary requirement to the success of this project. The project staff appreciates the cooperation of the AVTS's that participated in the project. The efforts on the part of the administrators, coordinators, and teachers to facilitate tasks of the project staff are commendable.

The financial, as well as constant, moral support provided by the Pennsylvania Department of Education, Bureau of Vocational Education is greatly appreciated. In particular, the project staff thanks Clara Gaston for her guidance and encouragement in this endeavor.

Also, appreciation is extended to Dr. Catherine Batsche who has served as a third pary evaluator to this project. Her professional input has been most valuable.

Dr. Jerry Wircenski
Project Director

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ABSTRACT

93-4006: The Continuation of the "Curriculum Information Network/Disadvantaged" for Teachers, Counselors, and Administrators Concerned with the Vocational Education of Disadvantaged Learners.

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$28,415.00
7/1/83 to 6/30/84

The purpose of this project was to continue the curriculum network whereby information, services, and materials related to the disadvantaged could be disseminated directly to vocational personnel.

Objectives

1. To continue the solicitation of programming information, curriculum materials, instructional resources, exemplary approaches, and evaluation strategies which have worked effectively with disadvantaged learners from the secondary and postsecondary communities.

2. To publish and disseminate 6 curriculum information newsletters to administrators, teachers, counselors, intermediate unit specialists, and other personnel dealing with disadvantaged learners in vocational education (1,500 copies per issue of "Curriculum Information Network/Disadvantaged")

Outcomes

1. A curriculum network was maintained through the vehicle of a newsletter distributed to educators in Pennsylvania.

2. Six editions of the newsletter, Curriculum Information Network/Disadvantaged, were developed and disseminated to 2,000 educators in Pennsylvania.

3. Six special reports were developed related to the education of disadvantaged students in vocational class.

BACKGROUND/PURPOSE

The vocational education of special needs learners has been a major emphasis in curriculum development for the past decade. However, most of the materials that have been developed under the generic title of "special needs" have actually been directed to those working with handicapped students. The development of materials specifically for disadvantaged learners has not kept pace with the development of materials for handicapped learners. Vocational teachers need to become cognizant of programming approaches, instructional materials, support services, and curriculum resources which have been effective with disadvantaged students. Unfortunately, no vehicle existed in Pennsylvania for the communication of information to educators of disadvantaged students. In order to address this need, a project was funded in 1983 by the Pennsylvania Department of Education. The purpose of the project was to develop a curriculum information network whereby teachers, administrators, and counselors could become informed about the needs of disadvantaged learners in vocational education. A newsletter entitled the "Curriculum Information News" was developed to provide information on exemplary programs, curriculum materials, and teaching strategies for disadvantaged learners. The purpose of the current project was to continue the curriculum network created as a result of the "Curriculum Information News" initiated in January 1983.

PROCEDURES

Goals and Objectives

The goal of this project was to improve the quality of services provided to disadvantaged students in vocational education through the dissemination of curriculum information and teaching strategies. Two objectives were developed to achieve this goal:

1. To continue the solicitation of programming information, curriculum materials, instructional resources, exemplary approaches, and evaluation strategies which have worked effectively with disadvantaged learners from the secondary and postsecondary educational communities.

2. To publish and disseminate a curriculum information newsletter to administrators, teachers, counselors, intermediate unit specialists, and other personnel dealing with disadvantaged learners in vocational education (1,500 copies per issue of "Curriculum Information Network/Disadvantaged").

The procedures used to implement the above objectives will be described in the following section.

Objective 1: Collection of Curriculum Information

A project coordinator, Mary Thompson, was hired to solicit programming information, curriculum materials, instructional resources, exemplary approaches and evaluation strategies related to disadvantaged learners. Six special topics emerged through the review of the literature and interview with selected personnel. They were:

1. Job Training Partnership Act
2. Use of Microcomputers with Disadvantaged Students
3. Work Transitions
4. Quality Education Goals and Student Organizations

5. Vocational Evaluation
6. School to Work Transition Skills

A review of the literature was conducted in each of the six areas and a special report was prepared. In addition, the report included curriculum resources that teachers could obtain and references to supplemented information. Each special report was included as a two or four page insert in the newsletter.

Ideas for successful teaching strategies, curriculum materials, and exemplary programs were obtained through several sources. First, an article in Volume 2, Number 1 of the newsletter described the project and invited network members to submit information about an innovative program or effective practice. A survey was also included in the first newsletter to solicit ideas for articles. Second, the Inservice Instructional Resource Team from Penn State University was asked to identify exemplary practices and success stories from the schools they serviced. The five member team provided services to fifty teachers in eight area vocational technical schools and one community college in the center region of Pennsylvania. The team members were, therefore, in an ideal position to observe programs and to identify useful practices and materials. Third, information was obtained from program specialists at the Pennsylvania Bureau of Vocational Education, the Division of Occupational and Vocational Studies at Penn State, and the Pennsylvania Association of Vocational Education Special Needs Personnel (PAVESNP). The information obtained from these three sources were prepared as articles and were published in the newsletter.

Objective 2: Network and Newsletter

A curriculum information network was formed consisting of 2,000 superintendents, principals, directors, counselors, and teachers. The newsletter was used as the vehicle for communicating with network members. A series of six newletters was developed (Appendix A). The newsletter consisted of two parts. The first section included items designed to foster communication among the program, and curriculum materials included the name and address of the developer so that network members could obtain further information. The second section consisted of the special report of one of the six topics identified in objective one.

Fifteen hundred (1,500) copies of the newsletter were printed of Volume 2, Number 1. Thirteen hundred (1,300) copies were mailed to the network members. Two hundred (200) copies were delivered to Clara Gaston, Consultant to the Disadvantaged and Handicapped, Pennsylvania Department of Education, for distribution at future conference and meetings. Following the printing of Volume 2, Number 1, it was determined that 1,500 copies was not an adequate number to fill all of the requests for the newsletter. Therefore, 2,000 copies were printed of the next five issues. Multiple copies of the newsletter were given to the members of the Instructional Resource Team for direct distribution at local schools.

The title of the newsletter was changed from "Curriculum Information News" to "Curriculum Information Network/Disadvantaged". The change in titled reflected the change in direction taken by newsletter staff in 1983-84. First, the staff wanted to clearly identify the focus of the newsletter, i.e. ideas, curriculum tips, and instructional strategies geared towards educators working with disadvantaged learners. Second, the name change emphasized the purpose of the newsletter as a vehicle to encourage networking among educators of special needs learners. Readers were encouraged to submit ideas and share effective practices

ANALYSIS

A reader survey was included in Volume 2 Number 1 of "Curriculum Information Network/Disadvantaged". The survey included questions on the quality of the newsletter, frequency of reading, relevency of topics, and changes needed to improve the newsletter. The survey also asked readers to identify other professionals who should be added to the mailing list. A summary of the job titles of the respondents is included in Table 1.

TABLE 1

Job Title	Percentage
Instructor	29.0%
Counselor	22.5%
Administrator--General	29.0%
Administrator--Vocational	9.6%
Administrator--Special Education	9.6%

As can be seen in Table 1, the majority of the newsletter readers are vocational instructors, counselors, and general administrators (principals, superintendents, and curriculum specialists).

The results of the survey were very positive. Eighty-four percent (84%) of the respondents indicated that the newsletter was above average or excellent. Ninety-four percent (94%) of the respondents reported that they "almost always" read the newsletter when it arrived. None of the readers responded that they read

only the headlines in the newsletter. Parts of the newsletter were read by 50% of the respondents, 11% skimmed the newsletter and 39% read all of the newsletter. The readers most frequently read the section on secondary/postsecondary news followed by the feature article, research report and the PAVESNP news. The newsletter was found to adequately cover relevent topics by 87.5% of the readership. Six percent indicated insufficient coverage on topics of interest.

A content analysis was conducted on the first five issues of the newsletter. The results of the content analysis indicated that 14 articles dealt with curriculum tips and resources, 4 articles described exemplary programs for successful students, 3 articles provided information on services and conferences related to disadvantaged students, and two articles presented information on new concepts (JTPA and Quality Goals of Education).

Numerous requests for information were received by the newsletter staff. The largest number of requests was received in response to the newsletter on microcomputers. The newsletter editor responded to each request with a personal letter and sent loan copies of materials whenever possible (Appendix B).

CONCLUSIONS AND RECOMMENDATIONS

The Curriculum Network project has developed into an important dissemination vehicle for the delivery of information related to disadvantaged students in vocational education. The project staff redirected the focus of the newsletter to the provision of information most desired by teachers and administrators of disadvantaged students. The positive results of their efforts have been verified by a survey that indicated the newsletter provides relevent, timely information. The "Curriculum Information Network/Disadvantaged" was found to

have the potential to have a significant impact on the vocational education of disadvantaged learners. Teachers reported they are in need of curriculum information and effective strategies and the newsletter provides an appropriate avenue for dissemination of this information.

Conclusions

1. Six newsletters were developed and disseminated to 2,000 educators in Pennsylvania.
2. Six topical reports were developed and disseminated as special inserts in the newsletter; the report on microcomputers was particularly well received.
3. The newsletter has had a positive impact on teachers and administrators who work with disadvantaged learners.

Recommendations

1. The "Curriculum Information Network/Disadvantaged" should continue to be disseminated in Pennsylvania.
2. Efforts should continue to expand the curriculum network to include a higher perentage of local teachers.
3. Future issues of the newsletter should include critical reviews of microcomputer software available in the commercial market and through educational networks.
4. The emphasis on curriculum strategies and resources should be continued.
5. A notice should be placed on the cover of the newsletter asking administrators to share the newsletter with vocational teachers in the

building. A standardized routing slip could be printed on the cover page to facilitate the process.

6. Conduct a second survey of the readers in Volume 3 Number 1 to determine the impact of Volume 2 and to expand the mailing list.

DISSEMINATION

The six newsletters were the primary vehicle for dissemination. Two thousand copies of each newsletter were disseminated in Pennsylvania. The major dissemination effort, however, was the establishment of the network of professionals who received the newsletter. This network has the potential to be a long-term dissemination impact through the continuous interation of the professionals involved.

The newsletter was disseminated to approximately 500 administrators, 50 directors of AVTS, 29 intermediate unit districts, and 20 special education directors, 200 PDE with the balance of the 2,000 copies mailed to vocational teachers as per mailing list provided through the Pennsylvania Department of Education.

Appendix A

Copies of Curriculum Information Network/Disadvantaged

CURRICULUM INFORMATION NETWORK/DISADVANTAGED

Vol. 2, No. 1 October/November 1983

RESOURCE TEAM 1983-84

In an earlier issue of *Curriculum Information News* (February 1983), we explained the Resource Team approach. Helping classroom teachers acquire skills to work with disadvantaged learners is the main aim of this Penn State project. For the third year, in 1983-84, team members will visit area vocational-technical schools. This year, target schools are Bradford AVTS (Towanda), Keystone Central AVTS (Lock Haven), Lebanon AVTS (Lebanon), and Mt. Joy AVTS (Lancaster County/Mt. Joy); four additional schools will be selected in January 1984.

Dr. Jerry Wircenski, project director, is associate professor of vocational education at Penn State and also PAVESNP president-elect. Dr. Wircenski is widely known in educational circles for his interest in and study of special needs learners. Thrisha Shiver, project coordinator, is a doctoral candidate in vocational education at Penn State. Thrisha has an impressive academic, as well as practical, background in working with special needs learners. Area vocational-technical schools (located in the central region of the state) requesting resource team specialists or more general information about the 1983-84 project may contact Dr. Wircenski or Ms. Shiver at (814) 863-2580.

Thrisha Shiver

Besides coordinating the total team, Thrisha will work as a team specialist this year. Keystone Central AVTS in Lock Haven is her school. Thrisha is specially skilled in working with disadvantaged students and has had classroom experience in Washington, D.C., Atlanta, and Miami. Her academic background is in home economics and she has helped develop a home economics curriculum guide especially geared for disadvantaged youth and adults. Her inner-city teaching experiences created opportunites for revising curriculum and developing strategies. Last year, Thrisha worked with Harrisburg-Steelton AVTS teachers, and this year she serves as one of the resource specialists as well as the project coordinator.

Lucy Campanis

Lucy brings extensive grass roots as well as academic experience to the Penn State Resource Team. Lucy has spent several years in the Coatesville Area School District as a home economics teacher, department chair, and district coordinator. Her special interests and expertise center on curriculum development and student concerns. Lucy also has developed many skills in working with her colleagues and brings these skills to the resource team. She is well versed in current research in vocational education and will share her knowledge and skills as a team member. Mt. Joy AVTS, in Lancaster County, is Lucy's current assignment.

Debbie Brown

Debbie Brown comes to Penn State from Altoona Area Vocational-Technical School, where she spent two years as a counselor and instructor in the Displaced Homemaker program. Working with individuals and groups, Debbie concentrated on career and employability skills with program participants. Debbie has a B.S. degree in home economics education from Penn State and has taught in junior high and adult home economics programs. During her master's degree program in counseling and psychology at Boston College, Debbie worked with adolescents at Brookline Senior High as a guidance counselor. Debbie is the resource specialist at Lebanon County AVTS.

Al Happ

Al Happ brings classroom experience to his role as a resource specialist. Over a ten-year period, Al has moved from instructor to assistant professor to program head of horticulture on the postsecondary level. He has a solid background in his subject area, both academic and work experience, and has spent considerable time in activities directed toward student growth. Al currently works with Bradford AVTS teachers.

NEW DIRECTIONS

If you've noticed a change in our title, and are wondering why we made it, this year's *CIN* will have some new directions. First, we want to identify clearly the content of *CIN*: ideas, curriculum tips, instructional strategies geared toward educators working with disadvantaged learners. Second, we began a tradition in Volume I of a curriculum infor-

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mation network; our title stresses sharing and to keep our network active, we need your ideas. Please drop us a note and share your ideas with your colleagues.

In this issue, we gear up for the 1983-84 school year. We feature new and returning members on the Penn State Resource Team. On page 2 is an index of articles from all of the Volume I issues. On page 8, we ask for your critique of *CIN/D*. Just fill out our short survey, detach it from this issue, and drop it in the mail. It's preaddressed and prepaid.

Our feature article this issue explains the particulars of the Job Training Partnership Act. This law offers a wide range of opportunities for educators of economically disadvantaged students. Throughout this year, please let us know of your successes and criticisms in implementing JTPA.

We plan on some regular columns in *CIN/D*. *Curriculum Tips* reviews recent instructional materials especially helpful for disadvantaged students. *Winners* is one column we can only offer when you tell us about your successes. Students, programs, school; share your winners and brag a little! *Conference Corner* focuses on upcoming meetings and events for educators interested in special needs students.

Again, this newsletter is for you. Let us know your good news, ask us for the kinds of information you need, and share the issues with your colleagues.

CURRICULUM TIPS

Lorentzen, J. (1983). Tips for training marginal workers. VOC ED, 58, 45-46, 50. Ideas for helping unskilled workers overcome communication barriers.

1. Explain the importance of the worker's job in relation to the end goals of the organization.
2. Give the reasons why workers perform tasks to help in remembering and understanding.
3. Emphasize the most important steps.
4. Allow for mistakes.
5. Demonstrate the pace desired.
6. Keep training periods brief.
7. Use training aids.
8. Have new worker "train" the experienced worker; reverse roles to insure understanding.
9. Give praise and reward progress.
10. Select periodic targets.
11. Choose partners carefully.

JTPA Explained for Vocational Educators

Building a Partnership: Vocational Education and the Private Sector

198 page notebook $25 each
available from: AVA Publications
2020 N. 14th St.
Arlington, VA 22201

Strategies for connecting with state and local JTPA projects; copy of and overview the law included.

CONFERENCE CORNER

AVA and NAVESNP annual convention, December 2-6, 1983, Anaheim, California
Saturday: General interest sessions
Sunday: Kaleidoscope of special interests
Monday: General interest sessions
Tuesday: Association business meetings

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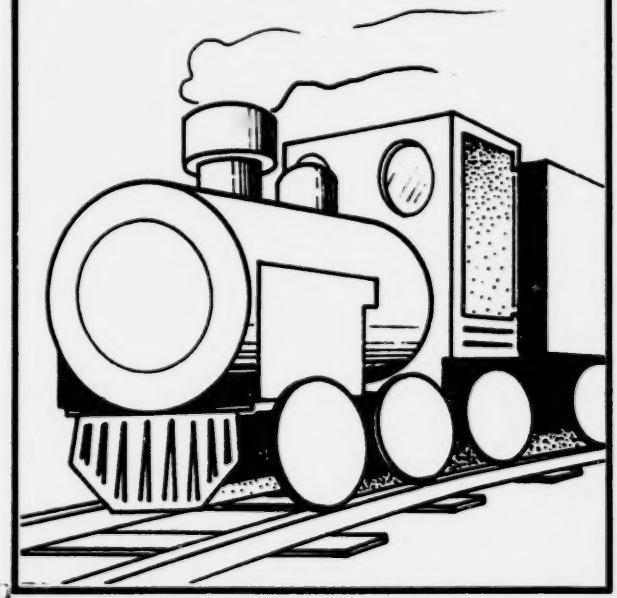
HELP US TO STAY ON TRACK!
PLEASE COMPLETE READER SURVEY ON PAGE 8.



JOB TRAINING PARTNERSHIP ACT

A BRAND NEW SEASON

October 1, 1983, marks a new era in the government-funded job-training game. The Job Training Partnership Act (JTPA) officially begins and greatly reshapes the federal government's commitment to public employment training from the now defunct CETA. In fact, the role of Washington administrators shrinks considerably as new recruits from business and industry enter the game. The "partnership" in the title means business and industry joining with government to seek solutions to local economic problems. Leadership shifts from Washington administrators to local business, industry, and government officials. Washington administrators become the paying observers while leaders begin actively playing the job-training game.

JTPA marks a new approach to government job-training programs for youth and adults. Local officials design and operate training programs aimed at solving local economic problems. More emphasis is on the education and training of individuals for long-range jobs than on putting people to work in short-term, low-level government jobs. JTPA's focus is on providing job skill training in programs aimed at *economically disadvantaged youth and adults.* The location and content of this training will vary from town to town, as local business, industry, and government leaders decide exactly what kind of training is needed to fill jobs with skilled workers for their community.

How JTPA Works

Each state receives a lump sum of federal dollars (a block grant); each governor designates state priorities on the advice of the state's job coordinating council. The governor then selects "service delivery areas" (SDAs, see Figure 1) that divide the state into smaller, more homogenous economic units. For each service delivery area, the governor appoints a Private Industry Council (PIC). The local business community must compose a majority of members on the PIC; the chairperson must also be a member from the local business sector. Other PIC members represent local government, education, and other community groups. From October 1, 1983 until June 30, 1984, each PIC will design and direct its unique economic program to move from CETA to JTPA. Beginning July 1, 1984, all JTPA grants will finance two-year Job Training Plans, which are specific outlines of the variety of programs that each PIC decides to offer.

The rules and regulations for JTPA job-training plans closely resemble the goals vocational educators seek. In this game plan, though, educators must actively seek a permanent position on the team. PICs, with a majority of business members, will examine many avenues for training the economically disadvantaged. Vocational educators must actively pursue their ideas and create working relationships with business through the local private industry councils. Some PICs may draft vocational educators as team members; those vocational educators will be the ones with successful performance records. Other vocational educators, with equally impressive records, need to promote actively their places on the JTPA team. This new game, JTPA, calls for advanced leadership, strategies, and performance. Vocational educators have the "know-how". Do PIC team leaders know vocational educators have these skills?

Specific for Pennsylvania

State Education Grants

JTPA directs training toward *economically disadvantaged youth* (ages sixteen through twenty-one) and *adults.* The law considers an individual *economically disadvantaged* who receives (or is in a family which receives) any type of government welfare assistance or has an *income* (total family) *for the past six months at or below the designated poverty level* (Section 4(8), PL97-300). Although the law covers many possible ways PICs can design their local training programs, two areas concern educators working with economically disadvantaged youth. Titles I and both Titles IIA and B provide money to create new or to supplement existing educational programs for these targeted students. *For fiscal year 1984, over $98 million will come to Pennsylvania for JTPA programs.*

Title I defines the parameters for the Governor's coordination and priority programs. Title I stems from 22 percent of the total amount allocated for the Title II A; of the 22 percent, 8 percent ($13 million) is designated for training programs operated by state and local educational agencies. This "State Education Grant" (SEG) defines certain types of priority job training; local educational agencies (area school districts, vocational-technical schools, intermediate units, community colleges, and other institutions already offering approved vocational education programs) apply for funding by submitting proposals that address these priorities.

For 1983-84, the Bureau of Vocational Education chose three areas as priorities: adult literacy training, health occupations, and entry-level, advanced technology, and retraining programs. Roughly $3.2 million (or 27 percent) of the SEG share covers adult literacy (adult basic education and high school equivalency programs) for 56,000 adults throughout Pennsylvania. Technician and assistant training in the health occupations areas capture 35 percent of the SEG share ($42 million). The third training area, broken into entry-level or pool training, retraining, and advanced technology training, accounts for 38 percent of the SEG allocation. Veterans, women, homemakers, and adult literacy program completers are the target population for the entry-level training programs. Displaced and older workers and veterans can receive job retraining. Many workers require advanced technology training to compete in today's economy; veterans, displaced workers, and youth can enroll in these programs. *Of the total money designated under*

the state education grant, 40 percent must be spent for youth between the ages of sixteen and twenty-one. Eighty percent of all money must go directly into the training programs; 75 percent of participants must be economically disadvantaged.

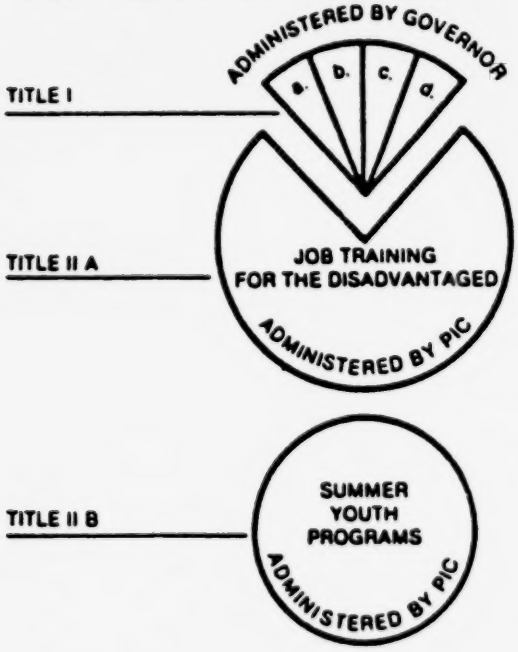
Classroom training is a top priority; only a small percentage (30 percent) may be spent for administration and support services. Of this 30 percent, very little may be spent as work experience wages; some money can help participants recover costs for attending training, such as transportation or child-care. Allowable activities that affect classroom programs for youth and adults include: job development, counseling, placement, attitude and work habits training, and various support services. Youth programs can include instructional activities designed around vocational exploration, education-to-work transition, or preemployment skills training. All of these allowable activities sound familiar, because these are the same priorites that local vocational education programs deliver. The difference is that now the private industry councils will be organizing these kinds of training programs using a new pot of money. *JTPA dollars can be used to create or add to existing programs if the participants fit the JTPA definitions and percentages.* For many local school district programs, minor reshuffling can open up a realm of training opportunities for present students. The prime requirement is for local PIC members to choose training that benefits the local service delivery area.

Job Training for the Disadvantaged (Title II A)

Adult and youth programs fall into the Title IIA category; Title IIB covers the Summer Youth Employment and training programs. For Pennsylvania, the Department of Labor allocates $98 million for funding Title IIA programs.

Two categories divide Title IIA programs: the Governor's Coordination and Special Services programs (22 percent of the total allocation called Title I) and *the Job Training programs for economically disadvantaged youth and adults (78 percent of the total allocation, or roughly $76 million).* Local Private Industry Councils direct and administer the Job Training programs under Title IIA.

MAJOR FUNDING CATEGORIES UNDER THE JTPA



As in the case of the State Education Grant, local business and government leaders make decisions about what types of training programs best suit their employment needs. JTPA regulations allow a wide variety of activities under Title IIA with the stipulation that program eligibility is exclusively for economically disadvantaged persons. In each SDA, youth programs must account for at least 40 percent of the funding. The same 70/30 ratio of program to administrative and support services exists as under the State Education Grant.

From October 1, 1983 through June 30, 1984, PICs will be disigning and seeking state approval of their Job Training Plan (which will cover a two-year period beginning July 1, 1984). In this plan, PIC members will choose and explain the training program they wish to implement with their portion of JTPA funding. Local educational agencies already offer many of the programs listed as allowable activities. One requirement for LEAs will be to identify the economically disadvantaged youth, both in and out of school, and develop training programs for them. All training programs must equitably serve school dropouts and enrolled economically disadvantaged youth.

Section 204 of the Act lists the activities allowable under Title IIA. These include (quoted directly from the Act):

- job search assistance
- job counseling
- remedial education and basic skills training
- institutional skill training
- on-the-job training
- programs of advanced career training which provide a formal combination of on-the-job training and internship assignments which prepare individuals for career employment
- training programs operated by the private sector, including those operated by labor organizations or by consortia of private sector employers utilizing private sector facilities, equipment, and personnel to train workers in occupations for which demand exceeds supply
- outreach to make individuals aware of and encourage the use of employment and training services
- specialized surveys not available through other labor market information sources
- programs to develop work habits and other services to individuals to help them obtain and retain employment
- *supportive services* necessary to enable individuals to participate in the program and to assist them in retaining employment not to exceed six months following completion of training (Section 4, paragraph 24 lists transportation, health care, special services and materials for the handicapped, child care, meals, temporary shelter, financial counseling as services that may be provided in kind or through cash assistance. The 70/30 ratio applies for these types of services).
- upgrading and retraining
- education-to-work assistance
- literacy training and bilingual training
- work experience
- vocational exploration
- attainment of certificates of high school equivalency
- job development
- employment generating activities to increase job opportunities for eligible individuals in the area
- preapprenticeship programs

- disseminating information on program activities to employers
- use of advanced learning technology for education, job preparation, and skills training
- development of job openings
- on-site industry-specific training programs supportive of industrial and economic development
- follow-up services with participants placed in unsubsidized employment
- coordinated programs with other federal employment-related activities
- needs-based payments necessary to participation in accordance with a locally developed formula or procedure
- customized training conducted with a commitment by an employer or group of employers to employ an individual upon successful completion of that training.

Summer Youth Programs (Title II B)

PICs may develop exemplary youth programs for school dropouts or students with educational deficiencies, fourteen and fifteen year olds to be enrolled in a preemployment skills training program, or the regular category of youth (defined as sixteen to twenty-one year olds) with the requirement that all must be economically disadvantaged. Section 205, Exemplary Youth Programs, further defines the kind of training allowed to include entry employment and school-to-work transition assistance programs. The latter program specifically requires seniors and high school dropouts as enrollees.

JTPA allows expenditures under the training function of both Titles IIA and IIB (at least 70 percent of funds must be spent in training) that include:

- on-the-job training services costs
- employer outreach; to receive job listings and job training opportunities
- salaries, fringe benefits, equipment, and supplies of personnel *directly engaged in providing training*
- job search assistance
- books, other teaching aids and equipment, and training materials for participants
- classroom space and utility costs; tuition and entrance fees for participants
- 50 percent of the costs of no more than six months in a work experience program
- preemployment skills training program
- cooperative education programs
- special surveys not available through other labor market information sources

Entry employment worksites may be in public and private nonprofit agencies, with the aim of providing improvement services to the local community. When nonprofit agency worksites are not available, private for-profit agencies may be used as training worksites. PICs may provide compensation in lieu of wages for this for-profit tryout employment experience; no more than 250 hours of work are allowed in the for-private work sector. Summer youth participants may work in tryout employment worksites (both non- and for-profit agencies) if the PIC determines that barriers prevent participants from seeking such employment on their own merit. Cooperative education programs are also suitable ones for Summer Youth participants to receive their job training.

Other allowable activities for Summer Youth include:

- basic and remedial education
- institutional and on-the-job training
- work experience programs
- employment counseling
- occupational training preparation for work
- outreach and enrollment activities
- employment assessment
- job referral and placement
- job search and job club activities
- supportive services

The key to each of these programs is cooperation and partnership-building. Excellent opportunities await local educators to develop strategies that will assist youth in obtaining effective employment training. Educators have the expertise, their track record is successful, their story needs to be told to the Private Industry Council members. PICs are discussing and designing their two-year Job Training Plans. Educators should be represented at all PIC meetings, not as observers, but as partners. Educators must get busy, get involved, and help create solutions to local employment problems. PICs are independent groups; educators must take the first steps to knock and enter the Private Industry Council doors.

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Figure 1

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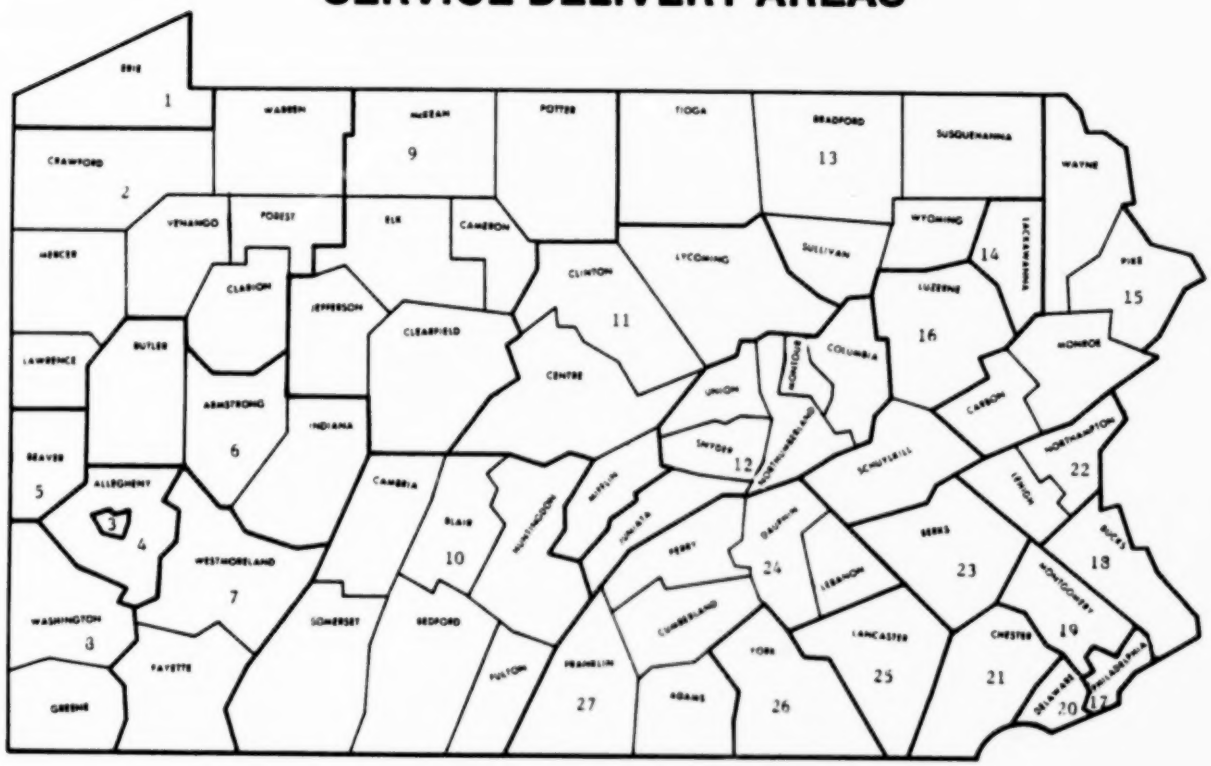

HELP US TO STAY ON TRACK!

This newsletter is for teachers, counselors, I.U. specialists, and administrators who work with disadvantaged learners in vocational settings. Is it being delivered to and read by these educators? Please help us answer this question by filling out this reader survey, detach it, and mailing it back to us (it's prepaid). Also include names and addresses of people you think should receive *Curriculum Information Network/D*. Thanks for your ideas!

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A bimonthly publication for teachers, administrators, and counselors, geared to the identification of problems and solutions for disadvantaged learners.

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CURRICULUM INFORMATION NETWORK / DISADVANTAGED

Vol. 2, No. 2 January 1984

A bimonthly publication for teachers, administrators, and counselors, geared to the identification of problems and solutions for disadvantaged learners

Dr. Jerry Wircenski, Project Director Mary J. Thompson, Editor

CURRICULUM TIPS

1. Sources for funding for computer hardware
2. Journals
3. Catalogs and books
4. Instructional packages

Sources For Funding For Computer Hardware*

APPLE FOUNDATION FOR THE ADVANCEMENT OF COMPUTER-AIDED EDUCATION. 20525 Mariani Avenue, Cupertino, California 95401; (408) 996-1010. Write: The Director.

Grants in the form of equipment, usually 100 Apple II microcomputers per year. Preference towards projects likely to result in innovative software. *Restrictions:Not for simple hands-on use of equipment.*

ATARI INSTITUTE FOR EDUCATIONAL ACTION RESEARCH. 1265 Borregas Avenue, Post Office Box 427, Sunnyvale, California 94086; (408) 745-2000. Write: Ted Kahn, Executive Director.

Grants $250,000 per year in cash and equipment to institutions or individuals for the development of new uses for computers in education.

CARNEGIE CORPORATION OF NEW YORK. 437 Madison Avenue, New York, New York 10022; (212) 371-320. Write: Sara L. Engelhardt, Secretary, or Vivien Stewart and Frederic Mosher, Program Officers.

Large grants to elementary and secondary school education, primarily national or regional organizations and for research "designed to advance the cause of social justice and equal opportunity" in education.

THE EDWARD W. HAZEN FOUNDATION. 400 Prospect Street, New Haven, Connecticut 06511; (203) 865-4121. Write: William L. Bradley, President.

Focus on programs dealing with young people and values, particularly at secondary school level. *Special emphasis given to projects with broad range of applications, and those giving attention to inner city youth.*

INGLEWOOD FOUNDATION. Post Office Box 906, Little Rock, Arkansas 72203; (501) 376-0766. Write: B. Frank Mackey, Jr., Director.

Grants "largely for elementary and secondary public education and related activities".

TANDY TRS-80 EDUCATIONAL GRANTS PROGRAM. Radio Shack Education Division, 400 Tandy Atrium, Fort Worth, Texas 76102. Write: Educational Grants Program for proposals addressing "Computer Literacy Among Teachers".

A new program; Radio Shack will grant $500,000 worth of TRS-80 equipment to individuals or nonprofit institutions working with micros in education. Proposals will be judged on the basis of their potential benefit to the American educational community.

*Funding: Where the money is. A guide to Funding 1982-1983 (1982). *Electronic Learning. 1* (5).

Journals

*Available at Curriculum Materials Center, The Pennsylvania State University. Contact CIN/D Editor for details.

I. Education-Related Journals

Classroom Computer News. Intentional Educations Inc., 341 Mt. Auburn Street, Watertown, MA 02172. $16/6 issues. Classroom Computer News is a teacher oriented software development guide for designing programs for the classroom. Advertising is limited. Grants, research, products and programs are reviewed.

The Computing Teacher. International Council for Computers in Education (ICCE). Education 135, University of Oregon, Eugene, Or 97403. $16.50/9 issues. The Computing Teacher focuses on the instructional use of computer. Areas covered are: teaching about computers, using computers, teacher education and the impact of computers on curriculum.

Educational Computer Magazine. Ed comp, Inc., P.O. Box 535, Cupertino, CA 95015. $15.00/10 issues. Educational Computer Magazine is an informative journal on computers in education. Incorporates columns directed to administrators, teachers and library media specialists. Courseware reviews, announcements and conferences are included.

Educational Technology. Educational Technology Publications, Inc., 140 Sylvan Avenue, Englewood Cliffs, NJ 07632. $49/12 issues. Educational Technology addresses the broad area of educational media and technology. The recent issues have concentrated heavily on computer education. Includes annotated listings and reviews.

Electronic Education. Electronic Education, P.O. Box 20221, Tallahassee, FL 32304. $18/9 issues. Electronic Education presents articles on uses of computer software and hardware in the curriculum. Provides news items. Regularly offers special pull-out sections.

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*Electronic Learning. Scholastic, Inc., 902 Sylvan Avenue, Box 2001, Englewood Cliffs, NJ 07632. $19/8 issues. Electronic Learning is a journal for educators. It provides nontechnical introduction to the educational applications of microcomputers and other electronic aids such as the video cassette recorder, the videodisc player, and cable TV.

Journal of Special Education Technology. Exceptional Child Center, UMC - 6-, Utah State University, Logan, UT 84322. $17/4 issues. Journal of Special Education Technology offers research and reports of innovative practices regarding the application of educational technology toward the development and education of exceptional children.

Microcomputers in Education. Quene, Inc., 5 Chapel Hill Drive, Fairfield, CT 06432. $33/12 issues. Subscribers to this newsletter receive a 10% discount and 30 day return privilege on all educational software offered by Quene, Inc. Microcomputers in Education is a newsletter of educational software and hardware reviews, analysis of industry development, new software releases, company portraits, magazine and book reviews, and a calendar of shows and meetings.

School Microware Directory. Dresden Associates, P.O. Box 246, Dresden, ME 04342. $25/2 issues. School Microware Directory is a comprehensive listing of precollege educational software for popular microcomputers. Software for administrative applications are included too, which comprise microprograms for attendance, report cards, scheduling, etc.

School Microware Reviews. Dresden Associates, P.O. Box 246, Dresden, ME 04342. $45/2 issues. School Microware Reviews is a companion publication to School Microware Directory. It is designed to help microcomputer users find the "good" instructional software for their systems. Each edition contains in-depth reviews which are based on evaluations done by educators, many of whom have used the programs in their classrooms. It also includes an index to courseware reviews.

T.H.E. Journal. Information Synergy, Inc., P.O. Box 992, Acton, MA 01720. $15/24 issues. *Free to qualifying educators.* Request should be made on official letterhead using place of employment for mailing address. T.H.E. Journal discusses both the theoretical and practical aspects of educational technology. Reviews of software, projects, ad publications are linked to an Inquiry Service Card so that additional information can be obtained from the manufacturer. Material included is geared toward promoting technology. However, much of the state-of-the-art information can be gleaned from the magazine.

II. General Interest Journals

Byte: The Small Systems Journal. Byte Subscriber Service, P.O. Box 328, Hancock, NH 03449. $19/12 issues. Byte is a publication for both professionals and amateurs, alerting its readers about what is new in the computer field. It includes reviews of books, hardware and software and has a useful classified ad section.

Compute! The Journal for Progressive Computing. Small System Services, Inc., P.O. Box 5406, Greenshore, NC 27403. $20/12 issues. Compute! features Apple, Atari, VIC and PET programs and news. It includes games, reviews, articles and advertisements.

Computer. IEEE Computer Society, 10662 Los Vaguiros Circle, Los Alamitos, CA 90720. $12/12 issues. Computer is aimed at a broad audience. The articles cover all aspects of computer science, technology applications. Provides Book Reviews and Calendar of events.

Creative Computing. Creative Computing, P.O. Box 789-M, Morristown, NJ 07960. Call Toll Free for subscription 1-800-631-8112. $24.97/12 issues. Creative Computing consists of short articles and presumes ownership of or access to a microcomputer. Provides coverage of game programming and other computer activities likely to be of interest to students and home computerists. Publisher also sells software and publications.

Info World. Info World, 375 Chituate Road, Box 880, Framingham, MA 01701. $25/weekly. Info World gives the first news of new product announcements, legal controversies, and technical and financial problems in the industry. Has consistent software reviews, and some hardware reviews. Articles are usually written around the week's theme.

Instructional Innovator. Association for Educational Communications and Technology, 1126 Sixteenth Street NW, Washington, D.C. 20036. $24/8 issues. Instructional Innovator seeks to provide an overview of the broad area of Instructional Technology. As it is an official publication of AECT, it gives AECT activities and announcements.

Popular Computing. (Formerly On Computing). McGraw-Hill Inc., 70 Main Street, Peterborough, NH 03458. $15/12 issues. Popular Computing. Most articles are hardware reviews or general interest computer literacy material covering business and education topics. They provide good reading for beginners, but the magazine does not have many programming articles. It is aimed at a general home population, or perhaps businessmen who have computers at home.

Recreational Computing. Peoples' Computer Company, Box E 1263 El Camino Real, Menlo Park, CA 95623. $12/6 issues. Recreational Computing evolved out of the Peoples' Computer Company Newsletter, and it continues its tradition of expressionism and imagination, specializing in amusements and games. It contains signed reviews of books, software and hardware.

Instructional Packages

Basic Keyboarding and Typewriting Applications. South-Western Publishing Company, 5101 Madison Rd., Cincinnati, OH 45227. Available in printed, diskette, and audiocassette forms. Printed materials include a textbook ($6.87) of 60 lessons covering alphabetic and alphanumeric keyboarding skills as well as application lessons. All 60 lessons equal a 15 week course but certain skill lessons can be eliminated to accommodate a shorter period of time. The text is designed for independent study. Three text-workbooks and one simulation unit ($3.95 each) give further application exercise in centering, tables, forms, letters, memos, reports, minutes, and schedules. Diskette materials are available for Apple II Plus and IIe; TRS 80 Model III, 4, and network 3; and IBM PC microcomputers. *Microcomputer Keyboarding* (Price ranges from $200-$995) is a diskette series with 25 minute lessons on the microcomputer with further practice on an electric typewriter. *Alphabetic Keyboarding* ($89.50) contains eighteen 25-minute lessons on two diskettes.

(Continued on Pg. 5)

MICROCOMPUTERS

Introduction

The use of microcomputers in education creates a new dilemma for educators. Will microcomputers enhance or hurt the learning process in vocational education? Are there specific ways to use microcomputers with disadvantaged students? Will most workers in 1990 operate microcomputers, and will most workers need extensive knowledge about these tools? How can vocational educators learn more about microcomputers?

Jobs in the Future

What will the working world of 1990 be like? Some say that jobs will be less technical with workers using computers to complete daily tasks. Others think workers must understand how these computers work and that computer programming skills are essential.

The nature of jobs is of primary interest to vocational educators. Before vocational education programs can be planned, some decision must be made about which jobs will exist in 1990. If microcomputers will be a major part of jobs in 1990, then vocational educators must learn about ways microcomputers are used so that more specific vocational applications can be determined.

Besides knowledge of microcomputer uses and effects, vocational educators need accurate predictions about the workforce of the future. *Even though high technology occupations* account for the fastest growing rates, these jobs *will encompass only 7 percent of all job openings up to 1990* (Bernstein, 1983). Vocational educators need to know about the other ways technology will affect the remaining 93 percent of 1990 occupations. Preparation for the majority of occupations is the major mission of vocational education.

Service occupations will compose 67 percent of all 1990 jobs. Of the total workforce, 55 percent of the workers will need competent understanding about advances in information technology (NACCE, 1983). High technology improvements alone will not solve America's problems. *Individual workers, both beginning and experienced, will need new occupational skills dealing with advancing technological innovations (NACCE, 1983).*

The 1990 workforce will contain more adults rather than first-time workers. These adult workers will need skill-dating or complete retraining programs to catch up to the more technical jobs (NACCE, 1983). A vocational education system chained to outdated technology and geared to youthful entry-level workers will not satisfy the society's demand for trained workers.

The microcomputer is fast becoming an acceptable tool in both the home and business. Microcomputer programs were first designed as programs for Americans hooked on electronic gadgetry. Work-processing programs began in companies able to afford major investments in computer equipment, training, and programs. Today, Americans want to learn how to use microcomputers because these are common business and personal tools.

Microcomputer Uses in Education

Today's teachers can find effective uses for microcomputers to meet both present and future labor demands. Microcomputers can be a tool, a tutor, or a tutee, depending upon the ways educators choose to use them (Taylor, 1980). As a tool, microcomputers are used for word processing, recordkeeping, or super calculations. As a tutor, expert knowledge is translated into software programs and the computer presents to students the appropriate subject materials, the student responds, the computer analyzes the response, and then chooses new material. Students "teach" the computer in the tutee mode; that is, the students learn to program or make the computer work under their commands. This mode develops thinking and understanding skills (Taylor, 1980).

For the Disadvantaged

Educational goals for the disadvantaged remain the same as other student groups. Strategies to achieve these goals might be different because *the disadvantaged population requires programs modified to individual needs.* Research studies that evaluate the effects of computer-assisted instruction present positive arguments for use with disadvantaged students.

Remedial instruction in basic skill subjects is often a foundation in vocational education preparation programs for disadvantaged students. *In one program, using a microcomputer to assist students with reading and math improvement, students learned faster and acquired more knowledge, and were less likely to leave the program before completion* (Geller and Shugoll, 1983). *A GED preparation program with disadvantaged enrollees found increased motivation for learning as a result of microcomputer use* (Campanini, 1981). Educators can choose computer instruction that creates the correct learning environment, adapted to a particular learning style, for individual students. *For disadvantaged students with the diverse learning needs they bring to the classroom, the computer can become a strong and effective teaching strategy (Ayers, 1980).* Vocational educators already accept the link between knowledge and skill learning with direct student application and practice. If microcomputers as a learning tool can aid this link, then vocational educators should find more ways to adopt this learning method in their classrooms.

Cautions!

Before embarking on a large scale move to microcomputers in the classroom, some cautions should be heeded. The microcomputer allows teachers to manage their instruction and records more effectively, *but the role of the teacher will remain crucial to human interaction necessary in teaching and learning.* Educators must be aware of the underlying nature of the tasks they ask their students to complete (Campanini, 1981). With disadvantaged students, motivation and rewards determine a large part of student success in learning. The Campanini study found that a reading comprehension program delivered via the microcomputer kept students motivated because the computer

program displayed sentences one at a time, allowing students time to think, answer, and receive immediate feedback. The computer program was effective because it matched the ways these students approach their learning situation. For disadvantaged students, Campanini recommends supportive feedback to learners, opportunites throughout the lessons for students to receive partial credit for answers, and constructive, answer-specific information given in directions and corrections.

The teacher remains the primary facilitator in a classroom using a microcomputer. The computer is a tool that increases the learning power applied in teaching situations (Judd, 1983). Rather than be frightened of the technological wizard called a microcomputer, teachers can easily master and control the tool to provide greater classroom learning opportunities.

At a time when society is changing attitudes about using microcomputers into their homes and businesses, schools and educators should also be reassessing their attitudes. This reassessment process involves awareness, knowledge, and planning for these more powerful tools. Computer literacy is a term often used to describe individuals who know what computers can and cannot do, how these machines work and the uses of these tools, and the roles and impact of computers in society (Levin, 1983). *Informed educators must become computer literate before the rest of society decides educators are too late in their planning.* How to reach the literate stage involves active interest.

How to Get Started - Ideas and Suggestions

Become *computer literate.* This does not mean taking a course, studying and memorizing the material, and emerging at the end of the ordeal a newly enlightened person. Several ideas might help administrators and teachers develop strategies that will contribute to the decision making process about computers in the school. One approach advises preliminary research (are computers here to stay?), formation of a steering committee of educators, parents, and the business community, attending a computer conference, defining learning and administrative objectives, and finally, program implementation (Hughes, 1983). Other advice urges getting computers into the schools first, selecting software that matches existing curriculum materials (which involves educator training in judging good software programs), obtaining a recordkeeping system, and protecting hardware and software by effective training with the students (Judd, 1983).

Software

When looking over software programs, the activities should enable students to relate the tasks learned to useful knowledge, in other words, software that goes somewhere (O'Brien, 1983). When microcomputer lessons only allow practice on simple arithmetic functions while other software programs can perform fast, complicated computations, the simple microcomputer lessons become dead-end, students lose track of the educational purposes behind the lessons, and learning becomes drudgery. If one of education's goals is to develop intelligence, then the software programs chosen should become the means to this end (O'Brien, 1983).

Software programs should free teachers from routine tasks to help them seek new and more powerful classroom activities. Teachers, teamed with effective computer software, will be able to sort through their curriculum to weed out the chaff from the wheat (O'Brien, 1983). Student learning activities can be directed to the development of the critical thinking skills that are the most desirable results. Microcomputers in the classroom also help students direct their own learning, and the growth they achieve becomes permanent (O'Brien, 1983).

Terms and Specific Applications

Computer-assisted instruction (CAI) is any use for instructional purposes (Walker, B., 1983). *Computer-based instruction* (CBI) refers to uses that will help instruction become more efficient and/or effective. *Computer-managed instruction* (CMI) allows for diagnosis, evaluation, and prescription of learning activities.

Other terms that may confuse computer initiates are software and courseware. *Software* refers to the instructions or directions the computer's memory uses to work. A diskette (floppy disk), cassette tape, or some type of plug-in-apparatus stores the instructions. This package or program pulls together into "software" (Walker, B., 1983).

Instructions, activities, and lessons that teach a computer user predetermined items define the term *courseware.* A courseware program that enables users to learn keyboarding skills is different from a word processing software program that operates because the user works the computer through acquired skill with a typewriter keyboard.

Interactive programs permit students to follow different learning paths (branches) directly related to the input that they feed into the program as they proceed. These program features create stronger opportunities for learning growth. Careful courseware evaluators will look for interactive and branching programs.

A variety of basic skill programs exist that help students in a variety of ways. *Drill and practice* programs present details, wait for answers, and respond (feedback). Students can practice at their own pace, the computer never judges, and as practice increases, so do difficulty levels. *Tutorial* courseware present concepts, skills, or facts, creates branching and remediation and often allows examples and explanations. Some game programs may operate in the tutorial mode.

Simulations use knowledge and skills in application excercises designed around real world experiences. Students often solve problems and make decisions as they proceed through the simulation, which becomes an examination of learned skills and knowledge.

Students interact in *game* programs by using their skill and knowledge to satisfy their curiosity, challenge themselves, and even fantasize about the world (Malone, 1980). These three features--challenge, curiosity, and fantasy--are also inherent in all types of intellectual activity. A key to managing game courseware requires educators to know the nature of the learning tasks they want to achieve. Games can aid student motivation, motor coordination, and visual discrimination (Walker, B., 1983).

Students can also learn specific *computer programming and work processing skills,* which moves courseware into the skill development category. While students use the computer in any of these applications, they also learn how to run the computer and why it operates, eventually contributing to computer literacy.

Summary

For educators who seek to open up learning experiences for disadvantaged students, planning for the future is crucial. Microcomputers require special conditions for educators. Knowledge about microcomputer operations, as well as classroom applications, requires careful and thoughtful planning by educators. Microcomputers can be conquered and can open up a wide range of powerful learning activities for disadvantaged students. Vocational educators must make a conscious and informed choice to utilize these new educational aids.

MICROCOMPUTERS CONTINUED —

Microcomputer Courseware, Career Publishing, INC., P.O. Box 5486, Orange, CA 92667. Call toll-free 1-800-854-4014. This 10-unit program combines a variety of media to present computer literacy skills. This program can be integrated with other subject areas as well as alone, and can be used with gifted and disadvantaged students, teachers and administrators, and private industry. The Instructor's Guide comes with educational software, transparencies, twenty-four student workbooks and diskettes, and a 6-day training workshop. Total package cost is $3,000.

CAD-Tutor: A Sequential Teaching Manual for CAD-APPLE 2D Drafting System, CAD-Ventures Unlimited, 530 N. Laurel Avenue, Los Angeles, CA 90048. This text ($14.95) helps students move sequentially through the CADAPPLE system. The ten tutorials help students gain knowledge and hands-on skills. Quantity discounts are available, 15% for 25-99 texts and 25% for 100+.

Nutri-Bytes. Center for Science in the Public Interest, Washington, D.C. "Chef Pennypincher", through a diet analysis, quizzes, and a food additive data base, asks users about their diet, provides a score, and asks about nutrition knowledge. Using this diskette needs no special computer knowledge.

Iowa Disk of Basic Computer Programs. Harold Berryhill, Career Education, DPI, Grimes Office Building, Des Moines, IA 50319. Send a blank disk and pre-addressed/stamped envelope. The programs on the disk demonstrate ways classroom teachers can develop their own programs. Iowa teachers, during a two-week workshop at the University of Northern Iowa, developed these programs dealing with measurements, energy and power, roof framing, sheet metal project costs, and test percentages, to name a few (Apple Soft DOS 3.3 compatible).

Microcomputers in Industrial Education (December 1982). James Hanneman, Oakland Schools, 2100 Pontiac Lake Rd., Pontiac, MI 48054. Either send a blank disk for each disk copied or $5 per disk. In the 7 disk series, all vocational program areas are represented. A robot program (#6 and 7), agriculture (#5), arc welding (#3), car loans (#3), electronics (#1), are examples of some of the wide range of programs. For a detailed list of the programs, contact the CIN/D editor or the Oakland Schools directly.

Proof Reader is an English language exercise program concerned with grammar, punctuation, and spelling errors in a prose sample. Students are asked to identify each error in the sample and provide a correct text. The computer keeps track of all remaining errors in the text, judges the student's responses, and inserts the student's corrections into the text as they are made. PROOF READER encourages and rewards careful reading, good spelling, and proper grammar.

Help is available for the student in the form of a question mark. Entering "?" will cause the computer to tell the student what line contains the next error in the error list, and entering a second "?" causes the computer to inform the student of the exact text which is considered in error.

Texts to be corrected are constructed by the teacher. Instructions are given for teacher creation of text as well as student usage of the program. Extensive documentation is provided to enable teachers to convert proper prose samples into error laden text.

PROOF READER is available for the TRS-80 Model III with 1 diskette and at least 32K at $29.95. Order from E. David & Associates, Small Computer Systems, 22 Russett Lane, Storrs, CT 06268.

Elaine, there is an error in line number?-

Errors yet to be found = 15

Four score and seven years ago our fathers brought forth on this continent a new nation,conceived ins liberty and desicated to the proposition,that all men are craeted equal.Now we reaengaged in a graet Civil War testing whether that nation, or any nation so conceive and so dedicate can long endure.We are met on a great battle field of that war.we have come to dedicate a portion of this field as a final restingplace for those who here have given their lives that this nation might live.

Effective microcomputer assisted instruction for the vocational education of special needs students. Tindall, L.W. & Gugerty, J.J. (1983, November). Madison, Wisconsin: Vocational Studies Center, University of Wisconsin.

Summaries of microcomputer programs list developer name/address, contact person, applicable to which vocational areas, student characteristics, program format, program description, and modifications for special populations. For a copy of a specific program summary, contact CIN/D Editor,stating both the microcomputer courseware title and the subject area classification.

Agriculture

Alternative Crop Comparison
Breakeven Crop Fertilization
Crop Yield Calculator
Dairy Farm Management
F.A.R.M. (Farm Accounting & Records Management)
FFA Computer Game
Farm Implement Analysis
(ILSKBUD) Livestock Budget
LAPS for Vocational Agriculture
Microcomputer Applications in Vocational Education: Agriculture
Ohm's Law - Series and Parallel Circuits
Oxyacetylene Welding and Related Review
Sire Mate
Soil Contest-Fertility Training

Assessment

"MAT" Make Me a Test
MESA - Microcomputer Evaluation and Screening Assessment
Multiple Choice Questions
Quick Quiz - Pilot Pus
Study Quiz Files
Tachistoscope/Vocabulary
WROIT Scoring
Wide Range Interest and Opinion Test-Test Scorer

Business

Accounting and Computing
Change Maker
Computerized Accounting Systems
Computing Cash Discounts
Copyfitting
Discover Basic: Problem Solving with the Apple Computer
Mastertype
Microcomputer Applications in Vocational Education: Business, Marketing and Management
Tulsa County Area Vo-Tech

Typing
Typing Tutor
Written Communication Series:
Module I: Parts of Speech
Module II: The Sentence

Career Education

Career Basic
Career Program
Curriculum Management System
Job Hunter's Survival Kit
Job Hunter's Survival Kit/a work values program is under development
Kansas Careers
Microchoices
MOVIEW, Basic VIEW and Micro VIEW
Oklahoma Micro-VIEW
Search and Learn
South Carolina Occupational Information System
Virginia View

Computer Literacy and Programming

Computer Literacy
Computer Literacy
Computer Literacy - An Introductory Course
Course Master
Getting to Know the Apple
How to Program in the Basic Language
Introduction to Basic
Matching (Figures and Alphabet Letters)
Micro Computer Keyboarding
Motor Training with Printout of Response Time and Accuracy

Health

Developmental Stages
Microcomputer Applications in Vocational Education: Health Occupations
Nursing Math Calculations and Conversions
STRESS - 5 Part

Home Economics

A Computer Assisted Instructional Unit on Kitchen Space and Dimensions
Consumer Education - Secondary
Eating Smart
How Big? How Heavy? How Long? Converting English Weights and Measures
Kitchen Measurement Game
MECC Elementary Vol. 13 - Nutrition
Microcomputer Applications in Vocational Education: Home Economics
Problem Solving
Sewing Machine Trouble Shooter
Sneaky Snacker

Industrial Arts

Industrial Arts Program
Study Quiz Files and Multiple Choice Files

Mathematics

Compu-Math Arithmetic Skills
Counting Bee
Edu-Ware Fractions
Essential Mathematics III
Factoring Whole Numbers (3 diskettes), Fractions (6), Decimals (4)
Lessons in Algebra
Milliken Math
Perception 3.0
Read and Solve Math Problems
SRA Computer Drill and Instruction Mathematics Level C

Miscellaneous

Administrative Planning System tm (APS)
CAIWARE-3D CAI/DMI Authoring System
A Computerized Individual Vocational Education Program for Disadvantaged Learners
I CARE
Individualized Planning System tm (IPS)
Intake: A New Approach
Large Print Computer (LPC), hardware L (not software)
Rendezvous
Typing Communication Game
Vic Writer 3
Video controller for Controlling Interaction Between a Computer and Videotape Player/Recorder and Screen
Word Processing Training Program

Prevocational

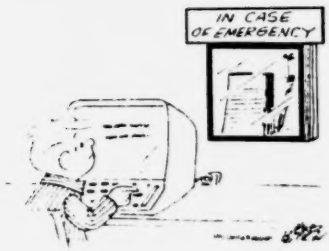
Adult Basic Education
Comprehension Power Levels D-E-F and GH-I
IPASS - Individualized Prescriptive Arithmetic Skills System Computer Assisted Mathematics
Spelltronics
Word Structure A-H

Reading

Admiral King Vocational Reading
C.A.I. for Academically Disadvantaged Youth in Phenix City, AL
Compu-Read 3.0
Compu-Spell
Critical Reading
Descriptive Reading
P:SAT Word Attack Skills
Reading for Low Performing Adults
Spelling Bee and Reading Primer
Work/Study Project

Trades and Industry

Arc Welding and Related Review
Automotive Technician Mathematics, Volume I - Arithmetic
CAIVEP, Computer Assisted Individual Vocational Educating Plan
Drafting, Electronics
Electronics I Final Exam Review
Machine Shop Review
Microcomputer Applications in Vocational Education: Trades and Industry
Milwaukee Area Technical College - Computer Assisted Drafting
NORPLOT
Occupational Reading Instructional Modules Project
Quick Score
Rent/Own
Transistor Biasing Lesson



Catalogs & Books

The Special Ware Directory, 1983. LINC, 3857 N. High Street, Columbus, OH 43214. Lists of special education software and courseware are highlighted by company and product information. The guide ($13.95) presents courseware details including type, hardware compatibility, student level, handicap conditions, instructional methods, and area integration.

Microcomputer Software 1983-84. Career Aids, Inc., 8950 Lurline Ave., Dept. M, Chatsworth, CA 91311. This guide (free) lists software compatible with Apple, IBM PC, TRS-80, and Commodore 64 microcomputers. Catalog classifications include career, vocational, and computer education subdivisions. Vo-ag, diesel engines, architechtural design, nutrition and health awareness, word processing, and CAD/CAM are just some of the software titles.

A Guide to Instructional Microcomputer Software, S. Douglas & G. Neights, Pennsylvania Department of Education and the Colonial Northamption Intermediate Unit. Offers tips for software purchasing and includes a Hardware/Software Interface Analysis Sheet for evaluation assistance.

Administrator's Guide to Computers in the Classroom. ERIC Clearinghouse on Educational Management, University of Oregon, Eugene, OR 97403 ($5.50 each). This book offers current hardware and software analysis, microcomputer applications for education, practical implementation strategies, and case studies of school district experiences.

CONFERENCE CORNER

Microcomputer Workshop

Saturday and Sunday, March 3-4, 1984
Harrisburg Marriott

Three levels of microcomputer information:

1. Computer Literacy for beginners
2. Basic programming for those with limited knowledge
3. Software uses for the classroom

Participants should bring their own hardware (Apple II or IIe plus monitor and diskdrive or TRS 80 Model III or IV). Contact Eleanor Bicanich, Center for Vocational Personnel Preparation, Indiana University of Pennsylvania, Indiana, PA 15705, (412) 357-4434 for registration information.

PAVESNP Conference

Sunday and Monday, March 4-5, 1984
Harrisburg Marriott

"Linking Industry and Vocational Education for Special Needs Students"

Special speaker: Congressman William Goodling, Pennsylvania, House of Representatives Education and Labor Committee

Contact Donna Wood, 2210 Kilpatrick Avenue, Erie, PA 16503 (814) 456-6217 (office), and 456-0507 (home)

REFERENCES

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Campanini, S. (1981). Learning characteristics of the disadvantaged: Implications for CAI lesson design (Helpful hints for computers and other teachers.) *Studies in Language Learning, 3*(1), 214-224.

Geller, D.M. & Shugall, N. *The impact of computer-assisted instruction on disadvantaged young adults in a non-traditional educational environment.* (1983, April). Paper presented at the meeting of the American Educational Research Association, Montreal, Canada. (ERIC Document Reproduction Service No. ED 229 501)

Hughes, R.V. (1983, March). Before you leap into the computer age with both feet, take these five deliberate steps. *American School Board Journal, 170*(3), 28-29.

Judd, W. (1983, October). A teacher's place in the computer curriculum. *Phi Delta Kappan, 65,* 120-122.

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Malone, T.W. (1980). *What makes things fun to learn? A study of intrinsically motivating computer games.* Palo Alto, California: XEROX Palo Alto Research Center.

National Advisory Council on Continuing Education. (1983, September 30). *Continuing education and the American workforce.* (Available from the National Advisory Council on Continuing Education, 425 Thirteenth Street, N.W. Suite 529, Washington, D.C. 20004).

O'Brien, T.C. (1983, October). Two essays on computer education. *Phi Delta Kappan, 65,* 110-112.

Paper, S. (1980). Teaching children thinking. In R. Taylor (Ed.), *The computer in the school: tutor, tool, tutee* (pp. 161-176). New York: Teachers College Press.

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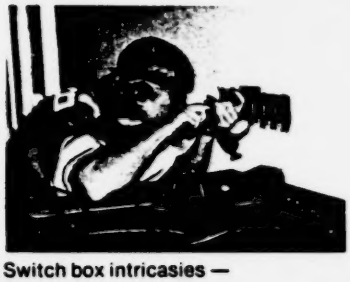
BEST COPY AVAILABLE

WINNERS

Connecting an outside light — Ken Reeder.

The Carpentry and Electrical Occupations programs from KEYSTONE CENTRAL AVTS are feature "Winners" this month. Under the leadership of MR. STEWART MILLER and MR. WILLIAM HASTINGS (Carpentry and Electrical Instructors respectively), students rebuilt the Keystone Central school district Administration building. Partially destroyed by a fire last year, the school district turned over the insurance money to the AVTS vocational programs for the rebuilding project. Students began from scratch with masonry, framing, and exterior building, including a new roof. The Electrical Occupations students did all the wiring. Now the project is nearing final completion and some offices are finished and occupied. The new Administration building houses, for the first time all together in one spot, the business, tax, transportation, graphics, and computer offices. Congratulations for a job well done!

Concentration — Terry Herman.



Switch box intricasies — Boyd McKinney

Adjusting wall panels (L-R): Dave Eldred, Terry Herman, Chris Engle, Mark Ruggiers, and Duwaine Duck.

Putting on trim (L-R): Stuart Miller, Instructor; Terry Herman, and Jay Merryman.

The Division of Occupational and
Vocational Studies
102 Rackley Building
The Pennsylvania State University
University Park, PA 16802

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U. Ed. 84-512

CURRICULUM INFORMATION NETWORK/DISADVANTAGED

Vol. 2, No. 3 March 1984

A bimonthly publication for teachers, administrators, and counselors, geared to the identification of problems and solutions for disadvantaged learners.

Dr. Jerry Wircenski, Project Director Mary J. Thompson, Writer

CURRICULUM TIPS

Microcomputers

Modems make outside communications possible for computers*

A modem is to a microcomputer what a telephone is to the average home - and much more. A device that allows information from a computer to be sent or received through telephone lines, a *modem provides access to mainframes, resource databases, other micros, networks, computer bulletin boards, stock reports, travel agencies and banks.*

Educational applications for this device are vast. Students who have their own modem-equipped computers at home can call a classroom micro for lesson summaries during absences. On some college campuses, students are allowed access to campus mainframes. Modems provide teachers and administrators with the ability to participate in teleconferences and to utilize educational networks.

In the past few years, computer products have been getting smaller, faster and less expensive. Modems are no exception. When first introduced, a modem was an external piece of equipment resembling the cradle of a Princess phone. Although such external (acoustical) modems still are available, the latest version is simple circuit board that is inserted into a slot inside the computer. Some recent models of microcomputers have modems built in.

While modems have been getting smaller, resource databases available to the public for a fee have been growing both in size and in number. Access to databases such as The Source is one of the most important capabilities modems provide educators and students. With large databases springing up all over the country, a modem allows users to access services such as The Source and CompuServe and draw information for research projects.

An important software option is one that lets the user write "direct-direct." What you write on your screen appears on the other screen without requiring storage to a disk first, and what is answered on the other, distant screen appears on your screen. If the software operates only in "half duplex" mode, what the sender is typing will not appear on his own screen. If "full duplex" mode is available, the user can get the information to appear on his own monitor as well as on the one to which he is sending.

The speed at which a modem transmits or accepts data can be very important when information is exchanged over long distances. Generally speaking, *the faster the modem, the shorter the long-distance connection and the smaller the phone bill. Fees for accessing information* retrieval databases such as Dialog's Knowledge Index *are usually based on time spent in the system.*

* February 1984 *T.H.E. Journal*

Contract Awarded for Computer Use in PA. Schools

Pennsylvania Gov. Dick Thornburgh recently announced the award of a joint $125,000 contract to the Educational Products Information Exchange (EPIE) and the Consumers Union (CU) to assist teachers and school administrators throughout the state in the selection and use of microcomputers in classrooms during the 1983-84 school year.

"Computers are becoming a vital classroom tool, but they must be used wisely and not willy-nilly," Thornburgh said. "Schools are now spending millions of dollars on software and computer products and, according to teachers and administrators, one of the greatest needs today is reliable information which will help in the selection of equipment and software for the jobs they want to do."

The contract will make available to every Pennsylvania school district and intermediate unit the services of EPIE, a national clearinghouse for the evaluation of instructional materials, including textbooks and various brands of microcomputers and software. The districts also will have access to an electronic database which will summarize evaluations done by other organizations or published by national journals.

A state Department of Education survey in the fall of 1982 showed that about 7,500 microcomputers were being used in Pennsylvania school districts, intermediate units and vocational-technical schools. That number is expected to increase by more than 50 percent during 1983-1984.

* February 1984 *T.H.E. Journal*

Computer Series Airing Weekly

Consumer electronics is the subject of a new prime-time television series, The New Tech Times. The PBS show, airing weekly, is designed to help viewers cope with the fast-changing world of computers, video and other home electronics. The production is underwritten in part by the Wausau Insurance Company.

The series is hosted by author, columnist, radio personality and former Federal Communications Commission member Nicholas Johnson. The half-hour presentations will explore home computers, satellite dishes, cordless telephones, robots, video disk players, video games, the digital audio disk and other new technologies.

Future shows will air segments with science fiction author Isaac Asimov, consumer advocate Ralph Nader, Megatrends author John Naisbitt, and Stewart Brand, founder and publisher of *The Whole Earth Software Catalog.* Also to be covered are such topics as the lastest breakthroughs in artificial intelligence, interactive mystery videodisks, computerized movie making, censorship of cable television, 3-D animated home video games, creating art

electronically, how to use robots in your home, electronic bulletin boards, a visit with "high-tech farmer," and reports on electronic banking and home security systems.

Host Johnson said The New Tech Times is intended to help us cope with the changes and the challenges of the electronic age - not just computers and video, but a few communications environment.

Other Curriculum Aids

National School Boards Association Computer Alliance, 1055 Thomas Jefferson St. N.W., Suite 600, Washington, D.C. 20007. Geared towards school districts or intermediate unit membership, annual membership is $1,175. Subscribers receive help with 1) Evaluation of micro-hardware and software; 2) *Computer-Wise* Newsletter, a monthly, 8-page publication containing news, advice, and users' success stories specifically geared to local education agencies, 3) Special workshops and conferences; 4) Clearinghouse for information and consultants; 5) Mail-order bookstore of up-to-date educational computer technology materials; 6) State-of-the-Art Reports; 7) *Compu-Serve* discount subscription to a wide variety of electronic networks and educational information banks.

Educational Computing Network Library is open weekends only, via telephone, (714-687-3333 Fridays 11 a.m. to Monday 11 a.m. EST) for Apple microcomputer users. Thousands of teaching programs are contained on diskettes, including Catalog Disk, which lists all available programs and how to participate in the network. ECN charges $10 for copying and mailing of each disk.

Thinkware program, Science Research associates (SRA), Chicago, Illinois. Schools or districts can obtain SRA's computer products at reductions between 55 and 66% of the usual fees. For up to a year, users can use products to determine the school or district permanent needs. Exchanges, returns, and renewals are also available.

"Investment in Education", Apple computer, *THROUGH FEBRUARY 28, 1984*, allows schools to purchase Apple products at a 30% reduction. With every 5 of the same product purchased, Apple contributes a sixth one free.

Atari Hardware - free to qualifying Schools. Post cereals and Atari, Inc. are sponsoring a program for schools to receive Atari hardware in return for Post Cereal "Fun 'n Fitness" proof-of-purchase seals. Atari orders will only be accepted between April 1 and June 30, 1984.

Learning Objectives and Subskills for a Computer Literary Program. For a complete listing, write to Minnesota educational Computing Consortium, 3520 Broadway Drive, St. Paul, MKN 55113. The six broad categories of student objectives are 1) hardware; 2) programming and algorithms; 3) software and data processing; 4) applications; 5) impact; and 6) attitudes, values, and motivation.

Novels and Fiction create interactive simulations which contribute to the development of critical evaluative thinking skills. In a Time Magazine article, "Putting Fiction on a Floppy" (1983, December 5) *Time, 122* (24)., the microcomputer unravels fiction plots as the user types in commands. *Deadline*, one of 10 computer novels produced by Infocom in Cambridge, Massachusetts, the player receives a casebook of information, a floppy disc with the plot, and twelve hours to solve the mystery; cost is $49.95.

Electronic University. Telelearning Systems, Inc., 505 Beach St., San Francisco, CA 94133, (415) 928-2800. A variety of courses are available, 24 hours a day, through a telecommunications network hookup. Courses are classified into Personal Tutor Programs, Children and Parents, Personal Achievement, Test Preparation (including College Level Examination Program/CLEP and American College Testing/ACT), American Management Association, Personal and Career development, and Computer Literacy.

Public Televison. "Educational Computing Profile"; a PBS television series produced by Kentucky Educational Television and the Educational Products Information Exchange. Five programs have been produced with 4 more to be completed by May 1984. Programs are aired the second Tuesday of each month, 5:00 p.m., and unlimited taping rights for educators are allowed. Dates are February 14, March 13, April 10, and May 8. Topics could include Buying a Computer, Selecting Software, Trends, and general comments. Future programs will discuss robotics, educational planning for microcomputers, access, and special education needs. A toll free number (1-800-354-9067) can be called to obtain copies of individual programs or the entire series. The newsletter, "Educational Computing Profile", may be obtained by writing Mary Campbell, KET Promotion, 600 Cooper Drive, Lexington, KY 40502.

Microcomputers in today's schools: An Administrator's notebook. Available from PDE Resource Center/VEIN on microfiche, ask for ED No. 213-393 (free). The 258 page handbook contains journal articles, reports, and documents produced for a November, 1981 conference in Portland, Oregon. Emphasis is on computer applications in public schools, primarily in Alaska and Oregon. A separate section provides details about specific schools with a profile that includes descriptions of hardware, software, costs, and personnel contact sources. A bibliography and resource list are also included.

Learning Resource Center provides CAI for regular, disadvantaged, and slow learner students. Contact Jayne Williams, LRC, Georgia Southern College, Statesboro, GA 30460-8147, (912) 681-5269. Written for both secondary and postsecondary students, subject areas include: business, chemistry, computer literacy, education, engineering, English composition and grammar, foreign languages, genetics, mathematics, memory, music, physics, psychology, reading, spelling, statistics, study skills, and vocabulary and word usage. For a summary of specific programs, write to CIN/D Editor.

The Broadcasting Industry Council, the professional association of television and radio personnel, is currently conducting a three phase public relations program to help increase the production of American workers. By donating over 100 million dollars of television and radio air time, the Council sponsors commercials to 1) encourage government, management, and workers to unite for common purposes at work; 2) focus on training and retraining efforts; 3) inform Americans about the problems in society that stem from illiteracy. Educators might be able to help local radio and TV stations by telling about their local programs in these three areas.

CONFERENCE CORNER

June 24-27, 1984
Host Farm Resort
Lancaster

WORK TRANSITIONS

Introduction-What are work transitions?

Disadvantaged students often enter the world of work with many handicaps: poor communication and computational skills, low motivation, and behavior problems. These contribute to the need for special attention from educators and employers (Wanat & Snell, 1980). Work transitions - easing the move between school and work - should be an important part of young adults' high school years. All students, but especially disadvantaged ones with their special needs, require help from adults when they move from the formal school setting to the working world. Adult help can come in many forms and from different individuals. School personnel can open the door to the working world and introduce young adults to the expected skills and behaviors. Employers can assist beginning workers with extra supervision and encouragement. Parents can guide their children in choosing appropriate school courses and first time jobs. Young adults need special attention, even when they seem most likely to ignore it. As vocational educators, we need to be aware of the different ways we can help young adults make a successful move between school and the world of work.

No one can pinpoint exactly when young adults enter this transitional stage. Is it the first part-time job? A part-time job during high school may not relate in any way to one's future career. Is it the first full-time job after high school graduation? How long must one remain on a first job to qualify as the indicator of the school-work transition? Researchers disagree as to the exact time, but most support the idea that the point is reached when the student leaves full-time school status and enters full-time labor market participation (Passmore et al., 1981).

What are some of the problems young adults face when they do enter the working world? Campbell and others (1967) list these:

1) lack of responsibility, maturity, and discipline
2) unrealistic aspirations and expectations
3) poor attitude towards work and working
4) inability to cope with the real climate of work
5) lack of initiative, self-confidence, and motivation

Employers want to hire beginning workers with positive attitudes about themselves, co-workers, and supervisors. When asked, employers say they are willing to train new workers for the specific occupational skills but that they want workers to bring good attitudes to the worksite (Hamilton, 1982). How can vocational educators help students overcome the problems and gain these valuable attitudes?

Existing vocational education programs can include both occupational skills and positive work attitudes. Teachers and administrators can help students select and prepare for their full-time jobs without changing their existing programs. Students need accurate information about the jobs they choose so they can relate this with what they know and understand about themselves. Advance preparation for that full-time job includes both the specific skills and knowledge needed for occupational success, as well as those personal attitudes that employers value.

SOME IDEAS

While students are still enrolled in their full-time educational program they can be involved in several ways with the world of work. Here are some ideas that other vocational educators have tried that work especially well for disadvantaged students.

CLASSROOM SPEAKERS. Geared primarily as a group activity, speakers from business and industry can bring realism to the class setting. Speakers can dress and bring tools appropriate for the occupation, can show pictures or slides of on-the-job activities, and react to both group and individual student comments.

FIELD TRIPS. If students choose certain occupational clusters for intensive study, a field trip to an actual worksite can be enlightening. Small groups of students make supervision easier and let students have more interaction with the adults at the worksite.

WORK VISIT OR SHADOW. Students visit with someone who works in an occupation students want to learn more about. Shadow (because students act as an adult worker's shadow) and work visits can be one or several days in length, but should be short term activities. Some simple hands-on tasks and one-on-one interaction with the adult worker are the principal objectives. Students often change their minds about occupations when they have seen first-hand the daily work activities (Dhanota, 1980).

WORK EXPERIENCE WEEK (Dhanota, 1980). After completing instruction in specific technical job skills, students are placed at worksites for at least a week at a time. Students receive no pay but can use their work experience week employers as resume references. Programs can be a half or full day experience. Advance planning includes student preparation in the appropriate job skills as well as the employability skills necessary for all employees.

HOME-BASED WORK (Furst, 1979). As an alternative to compulsory school attendance, these programs consider the home/family unit as the principal source for learning. Secondary students must complete competency examinations in communication and computional skills before being recommended for home-based work. The family unit takes the place of the traditional high school classroom. Children and parents make joint decisions about the type of and extent of learning activities. Urban families can design neighborhood projects, like clearing a vacant lot to turn it into a recreational area, or providing special care for the aged neighbors. Small scale or basement family industries could be started. Students can also work in established family businesses. As students gain personal and occupational competence, the need for more advanced academic skills will surface. Students will voluntarily return to the academic setting, probably enrolling in alternative programs, to learn those skills that will help them succeed in their business.

WORK EXPERIENCE AND DROPOUT PREVENTION (Simek, 1980; Nash, 1980). Becoming more formal and organized, these programs allow disadvantaged students to attend academic school part-time and work in the local community. The part-time job can help achieve behavioral and motivational goals and is usually oriented towards working world experience rather than skill training. In-school activities cover a variety of goals including increased awareness about self, careers in general, and educational requirements of occupations. Decision making and employability (getting and keeping jobs) are also important program objectives. Teacher and employer interaction with students involves counseling and advising roles.

COOPERATIVE VOCATIONAL EDUCATION (Wanat & Snell, 1980; Wircenski, Irvin, & Blake, 1981). Using the cooperative method of instruction (in-school and on-the-job learning together), these programs emphasize training in vocational skills. Capstone programs "top" off students formal vocational training by trying out these skills at the worksite. Diversified occupations (DO) programs combine general- and technical-related instruction with both classroom and on-the-job training. DO programs can help students find paid work training in all occupational areas; capstone programs serve the seven traditional program areas in vocational education. Acquiring and performing vocational skills are the primary purposes behind cooperative vocational education programs.

APPRENTICESHIP. Although many apprentice programs require high school diplomas, some trades can begin the on-the-job training as early as the senior year of high school, if the cooperative vocational education approach is implemented for first year learning. Most apprentices work full-time and attend educational training sessions part-time. Many small employers can serve as training sponsors and this benefits them by enlarging their work force with individually trained workers.

CONCLUSION

Work transition activities can take on a variety of forms but all exist to help students move more easily from the traditional academic high school to the world of work. Research indicates that general rather than specific job skills are most desirable in beginning workers. Those general skills can be reinforced in work transition programs to help limit the barriers that young adults bring to their first-time jobs.

"It's been three months now, son! How about it — ready for bigger things?"

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Employability Skills Instruction

Work: Pathway to Independence (Bill G. Gooch, Lois Carrier, John Huck, 1979).

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Jerry L. Wircenski, Gaithersburg, MD: Aspen Systems Corporation $79.00.

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Examines the pivotal roles, activities, and legislation involved in cooperative education, with special attention to the role of the program coordinator. Presents a framework for step-by-step program planning and implementation. Also discusses the benefits in co-op programs for students and employers and makes recommendations to improve cooperative education in the future.

CONTENTS

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  C. Sample Cooperative Education Student Training Agreement
  D. Sample School Year Training Plan
  E. Directory of State Officials with Supervisory Responsibility for Cooperative Education Programs
  F. Glossary of Cooperative Education Terminology

References:

Write: The National Center for Research in Vocational Education
The Ohio State University
1960 Kenny Road
Columbus, Ohio 43210

Call: Toll free outside Ohio and in the continental U.S.
800-848-4815

Dropout Prevention

Staying In. . .A Dropout Prevention Handbook

Novak & Dougherty (eds)., 1981. The Vocational Studies Centre, University of Wisconsin - Madison. $32.00 (Available for two week loan; contact CIN/D editor for details)

Offers resources to meet the needs of potential dropouts. Concerned educators and program developers will find useful tools and guidelines. Handbook addresses concerns such as needs assessment and evaluation, staffing, resources and facilities, in-and out-of-school support, parent involvement and more. Also includes materials for staff inservice activities adaptable for dropout prevention efforts at the local level.

An Administrator's Manual for Planning, Developing, and Implementing Mainstream, Self-Contained, or Co-op Programs for the Disadvantaged.

A 1981 project of the Pennsylvania Department of Education conducted by Dr. Jerry Wircenski at Penn State. The manual was distributed to AVTS and Intermediate Unit Directors and can be obtained through these individuals. Also available through the ERIC System on microfiche, contact VEIN @ the PDE Resource Center, P.O. Box 911, Harrisburg, PA 17108. Be sure to ask for ED 209-429.

CONTENTS

I. Philosophy, eligibility, types of programs, safety and accident prevention, student organizations, and organizing a vocational program for disadvantaged students.
II. Regular Vocational Class Placement: Mainstreaming.
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  - Training Plan
  - On-The-Job Training Options
  - Related Class Instruction
  - Teacher-Coordinator's Duties and Responsibilities

(L) John Myers, Instructor
(R) Pat Damiano, Student

WINNERS

FOOD SERVICE PROGRAM
at Altoona Area
Vocational-Technical School
Larry Lightner - Department Head
John Myers & Ron Mytinger,
Instructors

All students help run the restaurant, preparing meals each day for the customers. Pat Damiano is chopping vegetables for the soup for one day's offering. John Myers is supervising Pat's work. Missy Hann is working on a portion of the school's contribution to the Meals on Wheels program by mashing some potatoes. Between the successful in-school restaurant and many other community projects, the Altoona Food Service program shows how everyone gets involved. Hats off to all of you!

Missy Hann

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CURRICULUM INFORMATION NETWORK/DISADVANTAGED

Vol. 2, No. 4 April 1984

A bimonthly publication for teachers, administrators, and counselors, geared to the identification of problems and solutions for disadvantaged learners.

Dr. Jerry Wircenski, Project Director Barbara K. Wade, Writer

INTEGRATING A VOCATIONAL STUDENT ORGANIZATION (VSO) INTO THE CURRICULUM

To integrate a vocational student organization into a curriculum successfully, both the purpose and the expected results need to be considered. Also the means of integrating the VSO into a program must be investigated. The VICA booklet *Get It All Together, Integrating VICA and Instruction* (1973) identifies the purposes of integrating a VSO into the curriculum:

- Motivate
- Reward
- Provide wholesome competition
- Create a democratic atmosphere
- Bring in industrial help
- Extend the learning beyond the classroom walls

Further, using VICA as an instructional tool can:

- Strengthen leadership abilities
- Develop wholesome attitudes about citizenship and moral standards
- Improve attitudes toward the work place
- Ensure safer and cleaner shop
- Make students happier
- Create positive public attention
- Help recruit more effectively
- Satisfy more employers

The Office Education Association (OEA) handbook *The World of OEA* (1983) offers some outstanding suggestions for integrating a VSO into the curriculum. First and foremost, the book recommends that a VSO be considered an "essential part of the vocational instructional program" (p. C-3) in order to foster learning through participation. Additional recommendations for integrating a VSO into a curriculum are to:

- Compare the goals of the VSO with the curriculum goals.
- Identify the curriculum goals that the VSO can accomplish.
- Inform student leaders about the curriculum goals.
- Involve students in deciding how the curriculum goals can be met in the classroom.
- Determine with the class a program of activities that accomplish the curriculum goals. Decide which activities are appropriately VSO activities.
- Involve the class in evaluating the completed program of activities.
- Follow up with a recognition program for students who have achieved.

In establishing a VSO, the OEA organization suggested specific activities for involving students in the process of education through a VSO. The suggestions include allowing the president to call the class to order; the secretary to take roll; safety committees to administer a safety program; and clean-up committee to administer clean-up. Structuring activities in this manner can turn routine tasks into leadership tasks.

In a student-oriented classroom that fosters vocational student organizations students become active members in the planning and evalution of the curriculum. Students take on more responsibility for their own learning. Special needs students can become responsible citizens. They must have the opportunities to develop attitudes and habits that will guide them through their lives.

INTEGRATING AIASA INTO A CLASS PERIOD*

Beginning the Class

Class officers are facilitators in the organization of each class. They provide leadership in starting the class.

Managing Classroom and Laboratory Activities

AIASA personnel system provides a means of managing industrial arts content so that students learn to lead or follow. The president/general manager leads students into decisions or directs the work of officers and committees.

Ending the Class

AIASA personnel system provides a vehicle for student evaluation and laboratory maintenance.

**AIASA, 1981.*

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Tell me, I forget,
Show me, I remember.
Involve me, I understand.

— Chinese Proverb

TWELVE GOALS OF QUALITY EDUCATION

GOALS OF QUALITY EDUCATION

(Adopted by the State Board of Education on March 8, 1979)

ARTS AND THE HUMANITIES
Quality education should help every student acquire knowledge, appreciation, and skills in the arts and the humanities.

SCIENCE AND TECHNOLOGY
Quality education should help every student acquire knowledge, understanding, and appreciation of science and technology.

WORK
Quality education should help every student acquire the knowledge, skills, and attitudes necessary to become a self-supporting member of society.

FAMILY LIVING
Quality education should help every student acquire the knowledge, skills, and attitudes necessary for successful personal and family living.

HEALTH
Quality education should help every student acquire knowledge and develop practices necessary to maintain physical and emotional well-being.

ENVIRONMENT
Quality education should help every student acquire the knowledge and attitudes necessary to maintain the quality of life in a balanced environment.

COMMUNICATION SKILLS
Quality education should help every student acquire communication skills of understanding, speaking, reading, and writing.

MATHEMATICS
Quality education should help every student acquire skills in mathematics.

SELF-ESTEEM
Quality education should help every student develop self-understanding and a feeling of self-worth.

ANALYTICAL THINKING
Quality education should help every student develop analytical thinking skills

UNDERSTANDING OTHERS
Quality education should help every student acquire knowledge of different cultures and an appreciation of the worth of all people.

CITIZENSHIP
Quality education should help every student learn the history of the nation, understand its systems of governments and economics, and acquire the values and attitudes necessary for responsible citizenship.

SUGGESTED PROCEDURES FOR CURRICULUM IMPROVEMENT

Curriculum improvement is directly related to the improvement of teaching methods. Curriculum does not simply refer to content, but rather a combination of content, student needs, and delivery. In 1980, Stern-Otazo stated that disadvantaged youth can benefit from the bulk of daily experiences in the instructional area. Some curriculum modification may be necessary; however, there are basic curriculum changes in teaching methods that will facilitate learning among all students.

In 1979, Trump and Miller identified four imperatives that foster curriculum improvement in all areas of education including vocational education:

1. *Change the nature and amount of teacher presentations.* The authors believe there are only three reasons teachers should talk to groups: (a) to motivate; (b) to present information not readily available elsewhere; and (c) to give assignments. They recommend that these three activities take no more than 10 percent of class time. An emphasis on a student-oriented classroom can be fostered through vocational student organizations.
2. *Change the nature of independent study.* The breadth and depth of independent study must be promoted and fostered. Independent study can be facilitated through vocational student organization achievement programs in which students progress at their own rate and proceed through a series of evaluations. Advisors guide students through the process, but for the most part it is self-directed. VICA's *Achievement Program Guide* serves as a tool for promoting existing educational objectives. Sixty to 80 percent of class time should be allotted to independent study.
3. *Provide for small group discussions.* Students should learn and practice skills in small group discussion. Students have opportunities to participate in committee work as a VSO activity. Ten to 12 percent of class time should be allocated for this type of activity.
4. *Change methods of evaluation.* The evaluation process must emphasize student achievement in terms of each student's past achievement. The measure should not be a comparison with other students in the class. A disadvantaged youth should not have to be compared to a gifted student. The emphasis should be placed on individual growth. Vocational student organizations encourage students to seek their own goals. Goals do not have to be competitive, but rather meet an internal need for self-directed achievement.

DEVELOPING ATTITUDES AS PART OF THE CURRICULUM THROUGH VOCATIONAL STUDENT ORGANIZATIONS

Intellectual development rests on a foundation that unites *A*ttitudes, *S*kills, and *K*nowledge (ASK). John Dewey identified in 1939 those attitudes that must be cultivated to foster intellectual growth and thinking: *open-mindedness, wholeheartedness,* and *responsibility.* These habits of thinking, while essential to intellectual growth, are not easy to translate into purposeful activities within the curriculum. Nevertheless, educators need to identify those instructional techniques and tools that promote such attitudes.

Disadvantaged students, in particular, may have an attitude of disinterest in school. Disadvantaged students' profiles frequently show irregular attendance, poor grades, teacher conflicts, and discipline problems. These characteristics represent serious threats to the quality of educational programs. The most serious problem, however, is the need for these students themselves to find meaningful activity within the school setting. Such students need a program, person, or reason to help them get involved in meaningful situations (Meers, 1980, p. 4).

(Continued on page 5)

RELATIONSHIPS AMONG THE 12 GOALS OF QUALITY EDUCATION, VOCATIONAL STUDENT ORGANIZATIONS, AND DISADVANTAGED YOUTH

In 1918, the Commission on the Reorganization of Secondary Education Report stated that high schools should be for *all* students of secondary school age. At that time, Seven Cardinal Principles were identified to articulate the common goals of education:

- Health
- Command of Fundamental Processes
- Worthy Home Membership
- Vocation
- Civic Education
- Worthy Use of Leisure Time
- Ethical Character

(Power, 1965)

The Committee on the Orientation of Secondary Education of 1936 found that secondary schools have too often disappointed rather than satisfied the eager minds of young people and that teachers should define competence in other ways than mastery of facts. In 1941, the Eight Year Study reported that the conventional curriculum did not deal with the real concerns of secondary school students.

Threads of dissatisfaction continue to recur today. The National Commission on Excellence in Education found in 1983 that the United States is a "nation at risk" because of the "rising tide of mediocrity" in education. In the *Paideia Proposal* (1982) Adler stated, "we are all suffers from our continued failure to fulfill the educational obligations of a democracy" (p. 4). In *A Place Called School* (1984), Goodlad stressed the unanimous opinion that something is seriously wrong in education.

In the 1960's, the Pennsylvania Department of Education (PDE) and the Educational Testing Service (ETS) jointly identified what became known as the Ten Goals of Quality Education. These goals reflected values similar to those of the Seven Cardinal Principles.

In Pennsylvania, Project 81 was the vehicle for students, teachers, and members of the community to identify further the goals of education. This effort led to the 1979 statement of the 12 Goals of Quality Education, which are to be used for long-range planning for school improvement in Pennsylvania. These goals are an amplification of the ten goals.

Attempts to link the 12 Goals of Quality Education to specific plans have challenged educational administrators, including vocational educators who are not exempt from promoting these goals. Distinct parallels can be found between the 12 Goals of Quality Education and vocational student organizations (VSO's).

In 1981, Harris and Sweet identified the 13 common goals and purposes of all VSO's. These goals and purposes are applicable not only to high achievers or disadvantaged students, but to *all* students in the same way that the 12 goals apply to all levels of students in all educational programs. These purposes and goals for VSO's apply to VSO's in industrial arts, agriculture, carpentry, sheet metal, cosmetology, nursing, computer science, distributive education classes, and all other vocational classes.

When serving the needs of disadvantaged students, educators must consider the unique problems of disadvantaged students in attaining their human potentialty. If they think that vocational education serves no other purpose than to teach specific useful or gainful occupational skills, then these goals and purposes may not seem pertinent. However, the importance of all of these goals and purposes becomes evident when educators acknowledge vocational education's longstanding goal of serving the development of the total individual.

The mission of vocational education transcends development of specific skills. Evans and Herr noted in 1978 that educators are concerned with increasing individual options for all students. Expanding the options of disadvantaged students who have had fewer aspirations must be emphasized. Educators are concerned with those processes that enhance learning and promote growth. A VSO is one tool that can be successfully used to promote these educational goals.

The following chart illustrates the relationships among the the 12 Goals of Quality Education, the 13 goals and purposes of all vocational student organizations, and the specific activities that have been successfully used by vocational student organization advisors. These goals, purposes, and activities are equally needed by disadvantaged youth. Educators must not presume that disadvantaged youth cannot learn, it is more accurate to say that disadvantaged youth have not *yet* learned. Vocational student organizations *involve* students and *motivate* students to learn.

The chart does not limit the activities to those listed but rather suggests possibilities.

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RELATIONSHIPS AMONG EDUCATIONAL GOALS, VOCATIONAL STUDENT ORGANIZATIONS (VSO'S) PURPOSES, AND VOCATIONAL STUDENT ORGANIZATION ACTIVITIES

Twelve Goals of Quality Education*	Purpose of VSO's**	Examples of VSO Activities***
1. Communication Skills	— Vocational understanding — Social intelligence	— Prepare speeches about vocational education to civic organizations — Maintain daily log of training
2. Mathematics	— Scholarship	— Demonstrate, in writing, ability to read a rule — Demonstrate, in writing, ability to convert fractions to decimals
3. Self-Esteem	— Ethics — Respect for work	— Do a report on great men and women in specific occupational areas — Look at occupational contribution to society
4. Analytical Thinking	— Scholarship	— Evaluate chairperson of a committee session — Design, construct, and evaluate a term project
5. Understanding Others	— Understanding employer/employee relationships	— Read about the free enterprise system — Attend union meetings
6. Citizenship	— Spirit of competition — Vocational understanding — Leadership development — Civic consciousness	— Participate in skill contests — Read two different sources about how American democracy works — Attend a local government meeting
7. Arts & Humanities	— Effective use of leisure time	— Write article for local newspaper — Participate in a safety poster campaign in local industry
8. Science & Technology	— Scholarship — Spirit of competition	— Visit local industry to see new technology — Demonstrate skill on new equipment — See film on the future of the workplace
9. Work	— Respect for work — Ethics — Building self-confidence	— Invite labor/management leaders to visit program — Survey job opportunities in specific occupational area in the local community
10. Family Living	— Home	— Plan an open house for family — Construct a personal budget based on earnings in occupational area
11. Health	— Thrift	— Demonstrate safe work habits on shop equipment — Read OSHA materials about occupational area
12. Environment	— Thrift — Social intelligence — Home improvements	— Understand the impact on new technology on the environment

*Established by: The Pennsylvania Department of Education in 1979.

**Suggested by: Harris, T.D. & Sweet, G. (1981). Why we believe in vocational student organizations. *Voc Ed, 56* (6), 32-35.

***Suggested activities from: Vocational-Industrial Clubs of America, Inc., (1975). *Achievement program guide.* Falls Church, Virginia: Author.

Vocational educators are fortunate in that they have established instructional tools that inherently foster attitudes of open-mindedness, whole-heartedness, and responsibility. These tools are the eight vocational student organizations (VSO's).

American Industrial Arts Student Association (AIASA)
Distributive Education Clubs of America (DECA)
Future Farmers of America (FFA)
Future Homemakers of America (FHA/HERO)
Future Business Leaders of America (FBLA)
Health Occupations of America (HOSA)
Office Education Association (OEA)
Vocational-Industrial Clubs of America (VICA)

VSO's Integral of Vocational Curriculum

First, educators must think of VSO's as instructional tools that can be or are intended to be integrated into *all* vocational curricula. They are not extracurricular in nature, but instead are considered *integral* to each vocational curriculum. This position was first stated by the United States Office of Education (currently the Department of Education) in 1974, and in 1976 amendments to the Vocational Education Act permitted federal funds to be used for student organizations (Phillips, 1981).

VSO's are not exclusive. They are meant for *all* students, including special needs students. In fact, VSO's are especially appropriate for those special students (handicapped and disadvantaged students) who need our help the most. Ault stated in 1983 that educators do "a grave disservice when they isolate handicapped and disadvantaged students" (p. 1). They too need the skill to become full participants in a democratic way of life. The mainstreaming laws are a result of this concern. VSO's provide opportunities for all students to voice their opinions and stand up for what they believe. Fundamentally, VSO's serve as the most basic and precise instrumentality for promoting positive attitude development within the vocational curriculum.

Open-Mindedness as an Attitude for Intellectual Growth

A further examination of Dewey's definitions of open-mindedness, wholeheartedness, and responsibility demonstrates the significance of these attitudes. *Open-mindedness,* as defined by Dewey in 1939, refers to freedom from prejudice and partisanship that allows the mind to consider new problems and new ideas. This attitude involves an active desire to listen to more sides than one; to give heed to the facts from whatever source they come; to give full attention to alternative possibilities; and to recognize the possibility of error in the beliefs that are dearest to us (p. 30).

VSO's, under the direction of enlightened advisors, have promoted this attitude in a number of ways, including the use of parliamentary skills to allow equal opportunity of participation in decision making. Individuals become involved in making motions, discussing, and carrying out activities that relate to the subject area. This process requires students to consider new ideas and to listen to more than one side. It gives students a chance to be involved.

Whole-Heartedness as an Attitude

Whole-heartedness means pursuit of activities or studies with undivided interest. Through such interest, students do not feel obliged to study; instead they are absorbed in inquiry. Whole-heartedness promotes spontaneity and further thinking that in turn fosters genuine enthusiasm. Arousing enthusiasm in students for thinking and learning is the highest goal of classroom manager.

Vocational student organizations have served as sources of motivation for students to pursue activities that are part of the curriculum through "their" professional organization. Students can be actively involved in the process of planning a program of work for their organizations and can include such activities as industrial tours, attending union meetings, community service projects, and working as a team on projects. Because students become participants in the process of identifying activities, interest levels are raised. Individual interest is the beginning of learning.

Responsibility as an Attitude

Responsible individuals are fully conscious of the consequences of their activities. A responsible attitude contributes to consistency and harmony in belief. Dewey stated that this attitude requires students to ask the meaning of what they learn.

VSO's give students opportunities for planning, questionning, and decision making. Allowing students to practice directed responsibility in accepting the consequences for their decisions helps achieve this goal. For example, VICA promotes the use of a safety contest. Students perform a "Vocational Shop Safety Survey," an analysis of shop conditions. Students state whether categories are "satisfactory" or "need attention." Students must consider safety itself and the eventual consequence of a safe or unsafe condition. Safety consciousness engender an abiding responsibility for oneself and others as well.

Conclusion

The product of education of course, is of utmost concern; however, the process of education is perhaps more important. Students must exercise their abilities to think and grow. Learning is a continuous process that does not begin and end with formal education. It must be exercised over a lifetime. In preparing students to go into the world of work, the appropriate and responsible attitudes required by society in general and by American industry in particular must be developed. Vocational student organizations promote the process of education for learning and growth.

POLICY STATEMENTS ABOUT VSO's AND SPECIAL NEEDS STUDENTS

Research into specific vocational student organizations policy statements concerning special needs students, reveals that special statements for the most part are not constructed to guide teachers in establishing individual VSO's for disadvantaged or handicapped students. In fact, such specific policies are not needed because special needs students are entitled to, and should expect, equal opportunities to be part of VSO's in their programs. Furthermore, all curricula are expected to integrate VSO's and hence should not exclude any student from full participation in a VSO.

The policy of the United States Department of Education is that the U.S. Department of Education "will provide technical and supportive services to assist VSO's and state agencies in their efforts to improve the quality and relevance of instruction, develop student leadership, enhance citizenship responsibility, overcome sex and race discrimination and sterotyping, and serve students of special populations" (U.S. Dept. of Education, 1981). This statement reinforces the philosophy that *all* students, including special needs students be included in VSO's.

For further information concerning vocational student organizations in Pennsylvania contact:

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Dr. Jerry Wircenski, Project Director Mary J. Thompson, Author

CURRICULUM TIPS

Project Promoting Entrepreneurial Education, Training

Oklahoma State University is conducting a two-year project entitled Promoting Economic Development Through Entrepreneurship Education and Training which is designed to "fill the knowledge gap between education and business and industry."

The project is jointly sponsored by the U.S. Department of Education, Office of Vocational and Adult Education, and the Department of Commerce, Minority Business Development Agency (MBDA).

The project is designed to:

— assist vocational educators and the MBDA's Business Development center representatives in developing, improving and expanding extrepreneurial education in their programs through the provision of the program models, training strategies and bibliographies of resource materials;

— promote entrepreneurial education in vocational education offerings at the secondary, post-secondary and adult levels;

— develop and disseminate entrepreneurial materials for use by vocational educators and Business Development Center Service (BDS) providers to assist in developing a coordinated approach to comprehensive entrepreneurial education.

The project presently is sponsoring and conducting local seminars on entrepreneurship education and training in 20 cities in the United States.

NOTEBOOKS AVAILABLE

Two notebooks will be disseminated to all states and territories as models for replication.

The first, Resource Notebook for Entrepreneurship Education, will be directed toward educators planning to infuse entrepreneurship education into their vocational offerings. The second, Resource Notebook for Business Development Center Representatives, is a sourcebook of information for use by local BDS representatives who wish to increase collaborative relationships between their organization and local vocational education institutions.

Scott, J. L., and Sarkees, M.D. *Vocational Special Needs, Preparing T and I Teachers* (1982). Alsip. IL: American Technical Publishers, Inc.

The authors have developed ten self-contained modules which present information pertinent to the participation of handicapped and disadvantaged learners in trade and industrial programs. The ten self-contained modules are presented in a paperback text. The chapters/modules include:

- Justification for Integrating Special Needs Learners into Trade and Industrial Programs.
- Identifying Special Needs Learners and Helping Them Succeed in Your Program.
- Referral, Assessment, and Placement of Handicapped Students.
- The Individualized Education Program.
- Vocational Assessment and the Cooperative Planning Process.
- Vocational Faculty and Equipment Modification.
- Modifying the Curriculum for Special Needs Learners in Trade and Industrial Education.
- Instructional Techniques and Evaluation Methods.
- Job Placement and Follow-up.

Each of the modules/chapters includes objectives, references, and case histories. The list price is $18.95 (school price $14.21). The ordering address is: American Technical Publishers, 12235 South Laramie Avenue, Alsip, IL 60658; (800) 323-3471.

Vocational Instructional Materials for Special Needs (1983-84). Columbia, MO: Instructional Materials Laboratory.

A listing of instructional materials developed by the Instructional Materials Laboratory. For copies write: Instructional Materials Laboratory, 10 Industrial Education, University of Missouri, Columbia, MO 65211.

The Materials Development Center (Stout Vocational Rehabilitation Institute, School of Education & Human Services, University of Wisconsin-Stout, Menomonie, WI 54751, (715) 232-1342) is an excellent resource for articles and research briefs relating to Vocational Evaluation. A free catalog is available and lists materials in three broad areas: Vocational Evaluation, Work Adjustment, and Facility Management and Operations. In the Vocational Evaluation section, sub-headings include: Work Samples and Vocational Evaluation systems; Job Analysis; Vocational Evaluation process; Testing, Client Rating, and Behavior Observation; and Bibliographies.

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MICROCOMPUTER MATERIALS

A. Apple Computer Clubs

The organizing kit costs $25 and includes a year's subscription to the Computer Clubs Newsletter (regular cost $9.95), and Organizing Manual, Recruiting Posters, and the Apple Guide to Personal Computers in Education. Write to P.O. Box 948, Zowell, MA 01853 for more details.

B. Catalogs - 1984 Editions

1. Opportunities for Learning, Inc.
   8950 Lurline Drive, Dept. 60MF
   Chatsworth, CA 91311

   Selected topics for software:

   — Computer Literacy & Programming
   — Advanced Programming
   — SAT/Test Preparation
   — Careers & Guidance
   — Business Education
   — Special Education Instruction
   — Survival Skills

2. Peachtree Software, Inc.
   3445 Peachtree Rd. NE
   Atlanta, GA 30326
   800-554-8900

   Topics include:

   — Word Processing
   — Accounting (General Ledger, Accounts Payable & Receivable, Sales Invoicing, Inventory Control, Payroll System, Job Cost System, Client Posting & Accounting)

3. Microcomputer Software programs for voc. ed., Vocational Studies Center, 1025 W. Johnson St. Room 964, School of Education, University of Wisconsin, Madison, Wisconsin 53706

   Topics include:

   — Agriculture
   — Business Education - General
   — Word Processing
   — Data Processing & Data Base Management
   — Beginning Accounting
   — Typing
   — Record Keeping
   — Bookkeeping
   — Office Procedures
   — Graphics
   — Health Education
   — Nutrition
   — Family Management
   — Industrial Education
   — Distributive Education
   — Career Education Materials

4. The Educational Software Selector (TESS)

   Gives details about hardware found commonly in school (*Micro-Hardware* PRO/FILES) and over 5,000 product descriptions of software (Micro-Software PRO/FILES). Available to members (Pennsylvania is now a statewide member for all 501 school districts and 25 Intermediate Units; see article in March 1984 CIN/D) for $49.95, this catalog is a valuable comprehensive source of information for microcomputers in education.
   Educational Products Information Exchange (EPIE), P.O. Box 839, Water Mill, NY 11976.

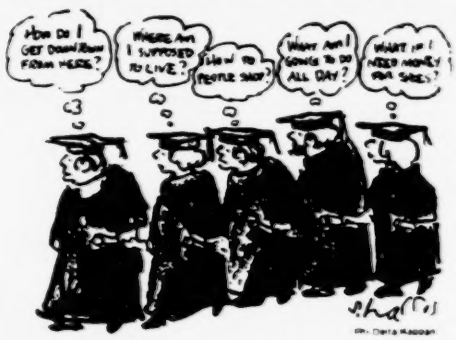
5. EMC Publishing 1984 Computer Software Catalog, Changing Times Educational Service, 300 York Avenue, St. Paul MN 55101, 800-328-1452.

   Titles include:

   — *Consumer/Lifeskills* (Budgeting, Tutorial and Simulation; Nutrition, Tutorial and Simulatic Essential Vocabulary/Lifeskills; Personal Consumerism; Personal Finance; Work Series; Contemporary Living)
   — *Vocational* (Blueprint Reading; Estimating Materials in Masonry; Reading Outside Micrometers; Reading Depth Micrometers; Reading Inside Micrometers; Reading Vernier Calipers; Spelling for Careers in Medicine; Spelling for Careers in Business)
   — *Computer Literacy*
   — *Administration*

6. International Council for Computers in Education (ICCE), University of Oregon, 1787 Agate St., Eugene, OR 974-3

   Lists low cost ($1.50-9.00) publications about computers in education, all published as service of this non-profit, tax-exempt professional organization.


How do I GET Downtown FROM HERE?
WHERE AM I SUPPOSED TO LIVE?
Time to PEDDLE SHOP?
WHAT AM I GONNA TO DO ALL DAY?
WHAT IF I NEED MONEY FOR SOAP?

CONFERENCE CORNER

Association for Educational Data Systems (AEDS)
May 7-11, 1984
Shoreham Hotel, Washington, D.C.

PreConvention Workshops (Hands-on Opportunities):
— LOGO, PASCAL, CAREERS & Minority Opportunities in Computing

Special Interest Sessions:
Computers In:
Special Education
Secondary and Higher Education School Administration
School Administration
Contact AEDS, 1201 16th St., N.W., Washington, D.C. 20036

Pennsylvania Vocational Education Conference
June 24-27, 1984
Host Farm Resort, Lancaster

NAVESNP Region I
August 12-14, 1984
Marshall University and Ramada Inn
Huntingdon, West Virginia
Contact Ellenda M. Ward. Conference Coordinator
Cabell County VT Center, 1035 Norway Ave.,
Huntington, W.V. 25705

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VOCATIONAL EVALUATION

What is it?

Vocational evaluation is an assessment process designed to determine the "probability of individuals achieving success in different vocations or careers by observing or measuring traits or characteristics that individuals possess, and relating these observed or measured results to the requirements of the work to be performed" (Nadolsky, 1981; pg. 6). The first phase of the vocational evaluation process collects different kinds of data about individuals so that a general understanding about individuals' assets and limitations can be determined. The vocational evaluator first gathers biographical facts about an individual, conducts an interview to establish a personal relationship, and administers psychological tests to gain additional information. This initial data collection phase is transacted so that the evaluator has a consistent base to direct the individual's experiential phase directly related to the individual's interests and needs.

The second phase of the vocational process is called the experiential phase. During this part of the process, the individual explores different occupations directly, usually through work samples or situational tasks. The individual is exposed to a variety of practical work activities which require active participation with tools, job tasks, and work procedures. In the experiential phase, the act of working is divided into two components (Nadolsky, 1981). The work activities are split between those related to the worker in a particular occupation and the actual work performed. Individuals participating in the vocational evaluation process are expected to think about and analyze their own strengths and weaknesses as related to the job tasks involved in the work activities.

Unfortunately, disadvantaged students may not be able to identify their personal characteristics as easily as an adult might. And disadvantaged students have less exposure to and less experience with the wide variety of occupations in the world of work. If the vocational evaluation process is to be used with disadvantaged students, vocational educators should be aware of these limitations (Cobb, 1981).

Why use the vocational evaluation process?

The results from a vocational evaluation for a disadvantaged student can be used to develop an individual student's vocational interests, achievement, and aptitudes. The most common method of determining each of these is by using work samples which include specific criteria that allows for an individual profile to be created.

Several advantages stem from using the vocational evaluation process with disadvantaged students. Each student is evaluated individually, works alone and receives individual attention from the vocational evaluator. Solving problems in each work sample involves non-verbal thinking versus the classroom-oriented, recitation approach. Students involved with the work sample activities use intuitive rather than logical reasoning. They must rely on their past practical and educational experiences to solve the work sample problems. Students also receive benefits from vocational evaluation because their teachers and counselors have accurate information for designing an individualized educational program geared to their needs and career goals. Follow-up from a vocational evaluation is easier for counselors and teachers because the evaluation report gives a detailed outline of each student's capabilities and relates these to possible occupations that might best suit each students' interests and aptitudes.

What are work samples?

A simulated work or job sample is a collection of job tasks that allow students to use the actual tools and procedures of a particular occupation. For example, in a masonry work sample, a student first becomes familiar with the specific tools (i.e. trowel, mortor board, jointing tool, carpenter's square, concrete blocks, hydrated lime, sand) used to complete a job task. Next, the student begins to set up the steps and procedures necessary to complete the job task. In the masonry example, the student would make a mortar mixture and conduct a slump test to check the mixture. Students experience actual working conditions, such as handling heavy concrete blocks, water, and mortar materials. Working through the steps and procedures to complete specific job tasks helps students identify what they like to do, or their interests and preferences. Students participating in a vocational evaluation process interact with several work sample stations, which were identified during the first phase, the data collection process. Students interacting with simulated work samples *actively* explore, evaluate, and learn more about themselves in relation to the work activities of specific occupations. They quickly find out if they like working with their hands, are able to measure accurately, or enjoy heavy physical work, as would be the case for students participating in the masonry work sample. This experiential portion of the vocational evaluation process, the "hands-on" assessment, differs from other classroom situation. Students are not competing with their peers; they are exploring their own interests and abilities in relation to specific occupations (Richter-Stein & Stodden, 1981).

School level applications

The vocational evaluation process is a valuable component in a total vocational guidance program. Vocational evaluation is especially helpful during the recruitment stage for entrance into area vocational-technical school programs. Students will have had some direct hands-on experience in several occupational areas after participating in a vocational evaluation process. Sending school personnel will be able to help students more realistically select a vocational school program and the vocational evaluation results may be sent to the AVTS counseling program. Receiving AVTS personnel, both counselors and teachers, will be able to provide a more individualized learning program for students if the vocational evaluation results are made available to them. Classroom activities for students may also be directed towards the strengths and geared towards improving weaknesses. The whole process can provide a wealth of information about each

potential vocational school student before they arrive for the first day of classes.

Where are vocational evaluation services available?

In Pennsylvania, most vocational evaluation services are available through special education departments of Intermediate Unit school districts. Although the services of the Intermediate Units are generally used for the handicapped, with a good cooperative arrangement, these can be expanded to the disadvantaged. The time involved for each student to undergo the process will vary according to the individual student's abilities and the number and type of evaluation activities. A detailed evaluation report sent to the referring party concludes the process. Referring parties must help students interpret the results and design a vocational education program geared to the results.

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Nadolsy, J.M. (1981, Spring). Vocational evaluation in the public schools: Implications for future practice. *Journal of Vocational Special Needs Eduation, 3*(3), 5-9.

Peterson, M. (1981, Spring). Vocational special needs and vocational evaluation: The needed marriage of two fields. *Journal of Vocational Special Needs Education, 3*(3), 15-18.

Richter-Stein, C. & Stodden, R.A. (1981, December) Simulated job samples: A student centered approach to vocational exploration and evaluation. *Teaching Exceptional Children, 14*(3), 116-119.

Sitlington, P.L. (1981, Spring). Vocational assessment and the individualized vocational plan. *Journal of Vocational Special Needs Education, 3*(3), 27-29.

"What do I get for just neatness?"

COMPARING COMMERCIAL VOCATIONAL EVALUATION SYSTEMS FOR DISADVANTAGED STUDENTS

The most recent comparison guide for commercial vocational evaluation systems lists five products specially effective with disadvantaged systems.

Philadelphia Jewish Employment & Vocational Service
Work Sample System (JEVS)
1700 Sansom Street, 9th Floor
Philadelphia, PA 19103

Target Group

Initially designed for the disadvantaged, the system has been used in the last several years as an assessment device for special needs populations.

Work Samples

Engineering technology; Craft technology; Material control; Crafts; Elemental Work-Mechanical; Production Work; Quality Control; Elemental Work-Industrial; Mathematical detail; Financial detail; Records processing; Clerical handling.

Client Involvement

A Client orientation is given at the beginning of work sampling, a motivational group interview at the end of the first day, and a structured feedback interview at the completion. Since work sample administration resembles realistic work setting, interaction between client and evaluator occurs between work samples.

Time to complete the entire system

The average client takes six or seven days for the 29 work samples.

Final Report

The final report recommends two DOT-related Work Groups for training and job placement.

Cost

$8,872.00 includes all work samples, forms, and tuition for evaluator training.

Prep Work Samples
Prep, Inc.
1007 Whitehead Road Extension
Trenton, N.J. 08638

Target Group

Originally designed for use with special needs programs, the system is also being used in secondary and vocational education, manpower, corrections, and alternative education programs.

Work Samples (27)

Drafting, Clerical/Office, Metal Construction, Sales, Wood Construction, Food Preparation, Medical Services, Travel Services, Barbering/Cosmetology, Small Engines, Masonry, Electrical, Police Science, Electronics, Automotive, Commercial Art, Nutrition, Bookkeeping, Fire Science, Extraction Technology, Clothing and Textiles, Real Estate, Communication Services, Refrigeration, Computer Technology, Solar Technology, Machine Trades.

Client Involvement

At the conclusion of the work sample, the evaluator transfers the client's self-rating of the interest, difficulty, and performance onto the Individual Rating Form. The results from both the client's and evaluator's ratings are reviewed with the client, who then receives a copy of the Individual Rating Form.

Time to complete the entire system

The average length of time to complete a work sample is two hours; the total time for all 27 work samples is 54 hours. In actual use, individual clients usually don't complete all 27 work samples.

Final Report

Career information is included within each work sample. Recommendations for further training, based on job families, are included on the Individual Reporting Form. The final report can be used by both counselors and clients.

Cost

The average price for an individual work sample is $1,202.50 which includes tools, audio-visual cartridges, manuals, storage cubes, and assessment materials for 10 clients.

System for Assessment and Group Evaluation (SAGE)
Progressive Evaluations Systems Corporation
21 Paulding Street
Pleasantville, NY 10570

Target Group

SAGE is aimed at junior and senior high students and is especially useful with disadvantaged.

Work Samples

The system consists of four components when used together gives a complete client profile related to the major variables contained in the DOT.

Vocational Interest Inventory: an untimed paper-and-pencil inventory in 12 interest areas, taken from the Guide for Occupational Exploration: artistic, scientific, plants and animals, protective, mechanical, industrial, business detail, selling, accommodating, humanitarian, leading/influencing, physical performing.

Vocational Aptitude Battery: using a combination of paper-and pencil tests and isolated trait work samples, this component measures 11 aptitudes listed in the DOT: verbal, numerical, general, form perception, color discrimination, clerical perception, spatial, manual dexterity, finger dexterity, motor coordination, eye-hand-foot coordination.

Cognitive and Conceptual Abilities Test (C-CAT): a multiple choice, paper-and pencil test, measuring 6 levels of General Education Development (GED) in three areas: reasoning, mathematical, and language.

Assessment of Work Attitudes (AWA): an untimed scale containing 30 items covering twenty common work attitude categories.

Client Involvement

During testing, little involvement; an evaluator and client explanation session occurs at the end.

Time to complete the entire system

In four hours, a client can complete the assessment process.

Final Report

Little vocational exploration occurs because there are no hands-on materials. Job recommendations are related to 487 DOT occupations.

Cost

Materials for 23 clients: $6,495.

Vocational Evaluation System
Singer Educational Division
Career Systems
80 Commerce Drive
Rochester, NY 14623

Target Group

Primarily intended for special needs populations (socially and educationally disadvantaged, mildly retarded, physically handicapped), the system may also be used with essentially normal populations. Special needs clients with poor reading ability usually test poorly.

Work Samples (24 work stations)

Sample making; Bench Assembly; Drafting; Electrical Wiring; Plumbing and Pipe Fitting; Wood working; Air conditioning and Refrigeration; Sales Processing; Needle Trades; Masonry; Sheet Metal Working; Cooking and Baking; Small Engine Service; Medical Service; Cosmetology; Data Collection and Recording; Production Machine Operating; Household and Industrial Wiring; Filing, Shipping and Receiving; Package and Materials Handling; Electronics Assembly; Welding and Brazing; Office Services; Basic Laboratory Analysis.

Client Involvement

Clients progress through a series of self-ratings with frequent checks by the evaluator.

Time to complete the entire system

Any number of work stations may be administered with an average length of time for client completion between two and two and one-half hours.

Final Report

Each work station includes an introduction to some of the jobs and extensive occupational information. Twenty work factors (e.g. attention span, form discrimination, neatness, use of hand tools) are defined.

Cost

Work stations costs range from $1,190 to $2,590, with an average of $1,650, and enough materials for 30 clients.

Vocational Interest Temperment and Aptitude System (VITAS)
Vocational Research Institute
Jewish Employment and Vocational Service
1700 Sansom Street, 9th Floor
Philadelphia, PA 19103

Target Group

Designed for educationally and culturally disadvantaged persons of both sexes; not effective with individuals with more than a 12th grade education, the physically handicapped, or mentally retarded.

Work Samples (16 Work Groups; 21 Work Samples)

Collating Material samples; Nail and screw sorting; Laboratory Assistant; Drafting; Lock Assembly; Spot Welding; Pipe Assembly; Packing Matchbooks; Tile Sorting and Weighing; Verifying Numbers; Budget Book Assembly; Nuts, Bolts and Washers Assembly; Pressing Linens; Circuit Board Inspection; Calculating; Bank Teller; Payroll Computation; Census Interviewing; Message Taking; Filing by Letters and Numbers; Proofreading.

Client Involvement

Evaluators conduct an orientation session, group motivation and a feedback interview upon completion.

Time to complete the entire system

Average length of time is fifteen hours.

Final Report

Nine work aptitude factors are derived from DOT definitions. Work behavior observations are made on attendance, punctuality, verbal ability, interpersonal behavior, and general worker characteristics. Clients receive little occupational information during the work sample assessment process. Recommendations for training and job placement are made relating to work groups and supportive services needed to obtain the employment goal.

Cost

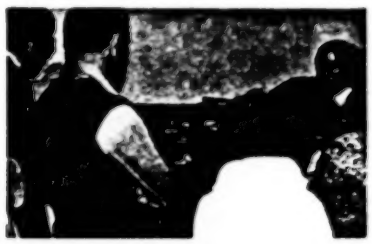
$8,886.00 includes work samples, manuals, forms, and tuition for training one individual.

REFERENCE

Botterbusch, K.F. (1982). A comparison of commercial vocational evaluation systems. Menomonie, WI: Materials Development Center, University of Wisconsin-Stout.

WINNERS

The Capital Area Intermediate Unit (#15) offers vocational evaluation services to students from school districts in its service area. Vocational Evaluators Jay Roth and Kathy Fake conduct the student screening and write the summary reports. Students participate in the Talent Assessment Program (TAP) which measures functional potential to things and materials in the world of work. Performance percentiles are computed based on student results on the Valpar Component Work Samples (VCWS). The comprehensive final report about each student lists recommendations about student success in vocational educational programs.



The Division of Occupational and
Vocational Studies
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CURRICULUM INFORMATION NETWORK/DISADVANTAGED

Vol. 2, No. 6 June 1984

A bimonthly publication for teachers, administrators, and counselors, geared to the identification of problems and solutions for disadvantaged learners.

Dr. Jerry Wircenski, Project Director Mary J. Thompson, Author

CURRICULUM TIPS

Mary J. Thompson

Attitudes on the Job

Brewner, M., McMahon W., Paris K., & Roche, M. (1980) New York: Educational Design, Inc.

Format: Student Workbook (10 or more $3.15)
Teacher's Guide

Content: Student activities designed to show the student how to be successful at work. Includes job attitudes such as honesty and attendance; getting along with others and job related skills.

Audience: Students Grades 7-12.

Basic Life Skills for Cooperative Part-Time Training

Hohhertz, D. (1981). Commerce, TX: East Texas State University, Occupational Curriculum Laboratory. (ERIC Document Reproduction Service No. Ed 216 176)

Format: Student Materials and Coordinator's Guide. Includes: Tests, Performance lists, transparency masters ($16)

Content: Survival skills; income tax; communications; banking skills; consumerism; credit; budgeting; insurance; metrics.

Audience: Teacher-coordinator.

Choosing the Right Career

Vineyard, B., and Vineyard, K., Bloomington, Illinois: McKnight Publishing Company, 1984.

Format: Textbook
Instructor's Guide

Content: Divides into 3 arts: Learning about yourself; Interest areas, work groups, jobs and planning your career.

Audience: Special education
Low reading ability

Cooperative Work Experience Manual

Stull, W.A., & Zedlitz, R.H. (1984). Cincinnati: South-Western Publishing.

Format: Student Workbook
Teacher's Guide

Content: An overview of your job assignment, developing your training program, evaluating your progress on the job, job performance, skills, money management, your future career.

Audience: Cooperative vocational education students.

Creating A New Enterprise

Hutt, R.W. (1982). Cincinnati, Ohio: South-Western Publishing Company.

Format: Textbook - Workbook $5.14
Teacher's Manual

Content: Introduces the concept of entrepreneurship; presents entrepreneurship as a career path, and provides a realistic framework for starting a business.

Audience: Students Grade 11 and 12.

Decisions: Making Personal Economic Decisions

Brenneke, J., & Hamill, M. (Consulting Authors) (1985). St. Paul, Minnesota: EMC Publishing.

Format:		
	Textbook	$13.95
	Teacher's Guide	$ 7.50
	Workbook	$ 4.95
	Microcomputer Software	Spring 1984

Content: Explains the basics of our economy and explores the role of the individual as a worker, citizen and consumer. Units include: Making choices, earning and income, managing resources and shopping decisions.

Audience: Teachers
Students Grades 10-12

English the Easy Way

Schacther, N. and Clark, A.T. Jr. (1977) Cincinnati, OH: South-Western Publishing.

Format: Student Text-Workbook
Teacher's Manual

Content: Basic elements of modern English usage: sentences, nouns, pronouns, verbs, adjectives and adverbs, prepositions, conjunctions, phrases, clauses, and paragraphs.

Audience: Grades 9-12

Entering the World of Work

Kimbrell, G., & Vineyard, B.S. (1978). Bloomington, IL: McKnight Publishing.

Format: Student Text $14.46 Activities Manual $5.47
Teacher's Manual $3.96

Content: Finding job openings, applying for a job, interviewing for the job, first days on the job, getting along with your employer and co-workers, safety,

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your and work, knowing yourself, living on your own, future jobs, managing your money, take home pay, problems that affect your job, public services
Audience: Low reading ability
Grades 7-12

Family Financial Management

Roman, J.C., and Finch, R.E. (1983). Cincinnati, OH: South-Western Publishing.
Format: Student Self-contained Simulation; Teacher's Manual
Content: Family Budgeting with expenses and income, checkbook, file
Audience: Grades 10-12

Getting A Job

Zedlitz, R. (1981). Cincinnati, OH: South-Western Publishing.
Format: Student Self-contained Simulation Teacher's Manual
Content: Resume; Application Letter; Job Leads; Interview; Leaving Jobs
Audience: Grades 9-12

Job-Related Instruction For Cooperative

Part-Time Training

Hohhertz, D. (1981). Austin, Texas: Department of Occupational Education and Technology. (ERIC Document Reproduction Service No. ED 216 178).
Format: Coordinator's Guide
Content: Units include: orientation; job applications; interviews; safety; salaries; employer-employee relations; labor unions; free enterprise; and changing jobs
Audience: Cooperative work experience coordinators

Me and Jobs

Hooker, D., & Hooker, A. (1982). New York, NY: Educational Design Inc.
Format: Student Workbook $3.15
Teacher's Guide
Content: Workbook is divided into four sections: Me-finding out about myself; jobs-how and where to explore jobs and different kinds of jobs; fitting the job to the individual; and applications and interviews.
Audience: Students - Grade 9-12

Me and My Future

Hooker, D., & Hooker, A. (1983). New York, NY: Educational Design Inc.
Format: Student Workbook $3.15
Teacher's Guide
Content: Workbook designed to acquaint students with different choices and opportunities open to them; discusses need, wants, and values; school, jobs careers and training; living independently and personal growth choices.
Audience: Below average ability Grades 10-12

Me and Others

Hooker, D., & Hooker, A. (1979). New York, NY: Educational Design Inc.
Format: Student Workbook $3.15
Teacher's Guide
Content: Contains a variety of activities designed to help the student determine how he/she and others feel, think and act.
Audience: Students - Grades 7-10

Personal Development For Cooperative

Part-Time Training

Hohhertz, D. (1981). Commerce, TX: Occupational Curriculum Laboratory, East Texas State University, (ERIC Document Reproduction Service No. ED 216 177).
Format: Coordinator's Guide
Includes tests, performance lists, transparency masters.
Content: Outline form; devoted to lectures on the personal development of students involved in the work force. Assignment sheets and activity sheets included for reproduction as hand-outs to students.
Audience: DO Coordinator

Personality Development For Work

Russon, A.R. & Wallace, H.R. (1981). Cincinnati, Ohio: Southwestern Publishing Company.
Format: Textbook $7.00
Teacher's Manual
Content: Discusses the development of successful work habits and personality traits in all workers; learning about oneself; dealing with attitudes; coping; communicating; and working are covered in this textbook.
Audience: Students - Grades 10-12

A Realistic Job Search

Armstrong, F., Miller J., and Baum, M. (1980). N.Y., N.Y.: Gregg Division, McGraw-Hill Book Company.
Format: Student Test-Workbook
Content: Prepares the student to get a job or to change jobs. Involves writing a resume, writing a cover letter, job interviews, and employment tests.
Audience: Students - Low reading ability.

The Reality of Work and Promotion

Armstrong, F., Baum, M., Miller J. (1980). N.Y., N.Y.: Gregg Division, McGraw-Hill Book Co.
Format: Student Test-Workbook
Teacher Guide
Content: Helps the student to find out what to do to keep a job and get ahead. Includes the different laws that protect a worker's rights.
Audience: Students - Low reading ability.

Realizing What's Available in the World of Work

Armstrong, F., Baum, M., Miller J. (1980). N.Y., N.Y.: Gregg Division, McGraw-Hill Book Company.
Format: Student Test-Workbook
Teacher Guide
Content: Helps the student find out about jobs and careers that are available today.
Audience: Students - low reading.

Security First Bank

Sargent, P.H. and Ward, M.F. (1980). Cincinnati, OH: South-Western Publishing.
Format: Student Self-Contained Simulation Teacher's Manual
Content: Banking Customer simulation with narrative booklet, checkbook and register, deposit slips, and file envelope
Audience: Grades 9-12

CURRICULUM INFORMATION NETWORK/DISADVANTAGED

SCHOOL - TO - WORK TRANSITION SKILLS

Jerry L. Wircenski

A primary element in developing materials to aid disadvantaged youth in the transition from school-to-work centered around: 1) understanding the characteristics of disadvantaged learners, and 2) identifying those skills which are necessary to make a successful transition from school to work. Therefore, an underlying goal of the literature review was to generate a framework built around the needs of disadvantaged learners and apply those needs to what a search of the literature would identify as the skills necessary to make a successful transition into the work force. A final goal of the literature search sought to identify the problems youth experience in seeking employment, and relate those issues to the programs and resources now available for disadvantaged learners.

Characteristics of the Disadvantaged

There is an abundance of literature concerning the characteristics of the disadvantaged, along with a great variation regarding the specifics of these characteristics and the causes which produce them. Some of the earlier research led the disadvantaged to be described primarily from an economic standpoint, but later thinking such as that of Fantini and Weinshein (1968), subscribed to the belief that, "the meaning of disadvantaged must be broadened to include all those who are blocked in any way from fulfilling their human potential" (p. 4).

With that broad definition in mind, a number of research efforts have looked at a variety of characteristics which may be attributed to the disadvantaged. Overall, disadvantaged learners may be described as culturally, socially, educationally and economically deprived (Oaklief, 1971; White, 1971; Walsh & Totten, 1976). Generally, the disadvantaged are below grade level in school achievement and their conceptual and reasoning ability is also below that of their peers.

When the element of being culturally deprived was examined by Riessman (1962), it was determined that culturally deprived individuals were lacking in interpretation skills as well as reading and communication skills. Similarly, the psychologically disadvantaged were seen by Eisenberg (1967) as persons who lack a competitive nature which enable them to achieve from an individual, rather than a group oriented force. Support for these characteristics also comes from Cordasco and Bucchione (1972) who perceive the disadvantaged as having feelings of helplessness and dependency.

In addition to these factors, a composite picture of the disadvantaged person suggests that the environmental characteristics of the individual should also be considered. Strom (1966) described the home life of the disadvantaged to be lacking in viable family interaction and verbal exchange. In the home, emphasis is on daily survival rather than long range goals and planning (Le Shan, 1965). Moreover, Eisenberg (1967) found that children from disadvantaged families received less parental attention and were left to their own resources at an earlier age than were children from homes not classified as disadvantaged.

When comparing disadvantaged children with those of middle-class children it is important to distinguish between differences and deficiencies. Although disadvantaged children are often born into a culturally different family environment, there is no evidence to show that disadvantaged children are inherently less intelligent than more privileged children (Eisenberg, 1967). They simply enter the school environment less prepared, and therefore, may anticipate failure at a very early age (Deutsch, 1963).

In conclusion, when examining the general characteristics of the disadvantaged, the literature suggests that it is important to recognize the fact that disadvantaged learners are not all alike. Among students there will be variations in the cultural and socio-economic backgrounds, as well as their values and abilities. For this reason, the disadvantaged may best be characterized by Fantini and Weinstein (1968). They stated:

"The disadvantaged cannot be defined by race, residence, jobs, or behavior alone. Although we tend to think first of such districts as Harlem, disadvantaged are to be found also in small towns, in the rural slums of back woods Appalachia, in the Spanish borough of El Paso, on American Indian reservations–or on the fashionable streets of Scarsdale. They are black, white, red, and yellow; with or without parents; hungry or overfed; they are the children of the jobless, the immigrant workers, or the unemployed. The only thing they have in common is that all are left out of the process which purports to carry all human kind, regardless of background, feelings of potency, self-worth, connection with others, and concern for the common good. Anyone deprived of the means to reach out to these human goals is disadvantaged, for it is the purpose of our democratic social institution to advance the development of these human goals for all people."

Failure in human goal attainment is therefore a reflection of institutional failure and, until our social institutions in general, and the schools in particular, are equipped to satisfy these goals, full human development is thwarted. Until then we are disadvantaged. Our focus will, of necessity be on the most obvious institutional casualties, but the implications for all should be recognized (p. 5).

Identifying School-to-Work Transition Skills

In trying to identify the most salient skills needed by disadvantaged youth in order to make a successful transition from school to work, the literature is extremely lacking. Few empirical studies are available for review, and those that have been published do not reflect the needs of the disadvantaged learner.

One recent study (Richards, 1980) did attempt to assess employers' perception of the relative importance of nine previously identified successful transition skills, as well

as the deficiency of these skills in today's employed youth. A questionnaire was distributed to members of local service clubs, such as Rotary and Kiwanis, to collect data regarding topics such as: the employee attribute considered most important to employers in general and the relative importance of previous job experience and personal attributes. In general, Richards determined that employers viewed the possession of successful transition skills as more important than previous work experience.

While this study provided some support for the importance of transition skills for youth, it did not contribute to determining just what those skills should be. However, an effort to fill this gap was undertaken by Nelson (1976-77) who attempted to identify the competencies workers need in order to maintain an occupation. This was accomplished by an extensive search of current occupational literature, as well as through information gathered from educators, students and workers. In all a list of 500 skills was compiled. This list was then examined by over 300 individuals who determined what the following 27 basic skills are necessary for minimum acceptable performance in an occupation:

1. punctuality
2. dependability
3. getting along with others
4. working as a team member
5. organizing the work activities of others
6. understanding written information
7. basic writing skills
8. basic speaking skills
9. being neat and clean in appearance
10. maintaining good health
11. knowing your strengths and weaknesses
12. giving an honest day's work
13. loyalty to your organization
14. making independent decisions
15. using initiative and imagination
16. knowing what is expected
17. basic arithmetic skills
18. knowing how to use materials and equipment
19. locating information
20. having specialized training
21. knowledge of operating procedures
22. following instructions
23. working without close supervision
24. working under pressure
25. adjusting to work situations
26. managing time and materials effectively
27. following safety regulations

Following up on Nelson's effort was a study (O'Neill & Nelson, 1976), conducted to determine workers' perceptions of the importance of these 27 basic skills in maintaining their own occupations. The data revealed that regardless of the precise occupations, most of the skills were considered important to the workers included in the study.

Two additional studies (Frison, 1975; Scanlan, 1977) were conducted to determine the opinions of students and parents as well as teachers, counselors and school administrators with regard to the importance of teaching occupational survival skills. The results of these studies indicate a high level of agreement among the various groups concerning the fact that certain skills should be taught in the schools, but some disagreement regarding the importance of specific skills.

Overall, the literature pertaining to the identification of school-to-work skills is sparse. A general assessment of the current situation is reflected in this statement by Robert Taggart (1976):

"After more than a decade of experimentation with employment and training programs for youth, however, the magic formulas for assessing needs and prescribing services remain elusive. Further work might yield greater specification, and this is certainly critical, but the problem is fundamentally one of the diversity of youth and the difficulty of looking into their future. Uncertainty will be a fact of life for sometime, and it may well be that there is no Rosetta stone." (p. 135)

Programs and Resources Relating to Transition Skills

During the last decade, a review of the literature has shown that a wealth of materials and programs have been developed to teach vocational and technical skills and help prepare students for future occupations. However, few materials and programs have focused on teaching transition skills to students, and even fewer programs are specifically aimed at helping disadvantaged youth make a successful transition from school-to-work. For the most part, empirically based studies are lacking in this area, so at present there is little evidence to document the best way to implement teaching transition skills.

An effort to augment this void in the literature was undertaken by Campbell, Garbin, Feldmann, and Jackson (1967) who gathered data from vocational educators in an attempt to:

1) identify major problems youth face in the school-to-work transition.
2) identify materials which would help in solving problems.
3) solicit suggestions and recommendations as to what should be done.

A wide variety of responses were received and numerous workers' adjustment problems were identified. The following factors were identified as the most important problems related to making a successful transition from school to work:

1. Lack of responsibility, maturity, and self-discipline
2. Unrealistic aspirations and expectations
3. Poor attitudes towards work and working
4. Inability to cope with real climate of work
5. Lack of initative, self-confidence and motivation

Following up on this early effort by Campbell et al. was a study conducted by Handley, (1977) to determine whether school and work related attitudes of students enrolled in model programs for training disadvantaged differed significantly from students who did not participate in vocational education programs.

Another goal of Handley's (1977) was to compare the affective characteristics of disadvantaged students from exemplary vocational programs with those of nondisadvantaged students in regular vocational education programs. A number of attitudinal and work-related variables were assessed, and it was found that special needs programs were closely associated with the development of more positive attitudes in disadvantaged students. Moreover, disadvantaged students in quality programs expressed more positive attitudes towards vocational studies than those students enrolled in regular vocational programs.

Possibly one of the most thorough attempts to evaluate the existing literature pertaining to youth employment and training programs was done by Mangum and Walsh (1978). They attempted to define which approaches are most effective with youth of varying ages and economic backgrounds, but their effort was hindered by the paucity of effective programs. In spite of the lack of research in this area, Mangum and Walsh formulated the following conclusions regarding programs and transition skills:

1. Work experience without various kinds of program enrichment is ineffective.
2. Public service employment and subsidized private sector employment are the most effective of all approaches in enhancing employability as long as the jobs are well-designed and supported.
3. Counseling is useful if it emphasized employability.
4. Teaching job search skills is very worthwhile.

Mangum and Walsh conclude that youth unemployment is likely to remain high, even if programs are well designed, because of the long period of time from the classroom to the labor market.

In conclusion, it may be said that the literature pertaining to transition skills, programs and resources which relate to the successful employment of disadvantaged youth is in the early stages of development. More empirically based research needs to be conducted and more effective programs and creative materials need to be developed to enhance the transition of youth from school to work.

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MICROCOMPUTER MATERIALS*

Using Technology for Education and Training

Information Dynamics, Inc.
Silver Spring, MD
242 pp., $25

This publication reflects educational technology's increasingly important role in education and training programs of academic institutions, business firms and the armed forces. Based on presentations given at the Fifth National Conference on Communications Technology in Education and Training, the book includes illustrations of effective use of tele-communications and computers.

Topics addressed include assessment of delivery systems available for instruction, adequacy and cost effectiveness of existing technology, academic capability to meet industry training needs, and fostering campus/business linkages.

Focusing on practical applications, 25 chapters deal with computer-based instruction, simulation and gaming, interactive systems, use of technology by the armed forces, use of teleconferencing for training, college and university use of communications technology to serve industry, delivery systems to meet instructional needs, and more.

Computers, Education and Special Needs

E. Goldenberg, et. al.
Addison-Wesley Publishing Co.
Reading, MA
256 pp.

An introduction to the use of computers by and for people with special needs, this book includes discussion and case studies of computers and people considered by society to be handicapped, exceptional or disabled.

The authors explore the issues they consider central to learning — communication, access and motivation — and how those issues are affected when the computer is used as a tool for special needs education.

A 60-page resources section at the end of the book lists associations and organizations: training and resource centers; promising practices; publications, including periodicals and special issues of magazines; on-line networks and data-bases; software; and hardware.

Choosing Educational Software: A Buyer's Guide

C. Truett & L. Gillespie
Libraries Unlimited
Littleton, CO
216 pp., $18.50

This book offers assistance for evaluating and purchasing software for grades K through 12. The authors list software sources, suggest selection aids and discuss the value of published reviews on educational software.

They also address two factors that affect the evaluation and subsequent purchase decision for any school program — educational objectives and cost constraints.

Sample checklists and evaluation forms, adaptable to the curriculum and educational needs of each school or district, are reproduced to provide mechanisms for systematically evaluating instructional software. A description of software directories lists addresses and prices for ordering.

The authors also offer tips on obtaining software for preview purposes. They annotate selection aids such as review journals, micro-computer consortia, user groups, and regional and state educational organizations. An annotated bibliography is provided for futher reading, and an index of organizations, publications, forms, and hardware is included.

*T.H.E. Journal, May 1984.

Culinary Institute Offers 120 Programs

A new catalog from the Culinary Learning Resources of The Culinary Institute of America lists 120 instructional audio/visual programs now available to the foodservice community.

Created in the institute's own television studio, the programs feature the expertise of the school's international faculty of chefs, pastry chefs, bakers, butchers, maitres d'hotel and foodservice professionals. The programs are currently used by institute students, at colleges with foodservice curricula and by the United States military.

Other applications include hospitals, schools, restaurant companies, hotels, cruise lines and individuals interested in culinary education. Of particular interest to vocational/educational projects is the program entitled "Careers in Foodservice — It's more than just a job." Many titles are suitable for in-house seminars designed to upgrade skills and introduce new culinary trends to employees.

The A/V catalog, contained in a three-ring binder, outlines the content of each program and provides a brief biography of the chef or instructor. Program formats are either ½" or ¾" videotapes, or slide/cassettes with audible or nonaudible signals. Programs are available for purchase or rental. As additional programs are produced, descriptive pages will be sent to add to the binder. The A/V catalog is priced at $5 which will be applied to the first order and includes additional program pages. *The Culinary Institute of America, Hyde Park, NY.*

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Contact: Rich Walter
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The Pennsylvania State University
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Appendix B

Sample Letters of Request

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

October 11, 1983

Mr. Gerald Johnston
Jeff Tech
Reynoldsville, PA 15851

Dear Mr. Johnston:

We at Penn State are pleased to hear of your interest in borrowing some of the instructional materials for special needs students. Enclosed please find four of the guides you requested. Their titles are: "Electrical Technology," "Electromechanical Technology," "Industrial Maintenance," (Vol. II-A), and "Industrial Maintenance" (Vol. III). The other guides you requested are not available at this time.

We allow a week for mailing time to and fro, and two weeks for you to use the materials. Please have them returned to our office by November 1, 1983. A self-addressed mailing label is enclosed for returning these materials.

If we can help in any other way, please let us know.

Sincerely,

Mary Thompson
Editor
Curriculum Information News

Thrisha Shiver
Project Coordinator
Resource Team for the
Disadvantaged

MT/TS/sb
Enclosures
cc: J. Wircenski

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

October 10, 1983

Mr. John R. Maier, Supervisor
John F. Kennedy Center
6th Floor
734 Schuylkill Avenue
Philadelphia, PA 19146

Dear Mr. Maier:

We at Penn State are pleased to hear of your interest in borrowing some of the instructional materials for special needs students. Enclosed please find "Drafting/Design Technology" as you requested. The other guides are in use at this time.

We allow a week for mailing time to and fro, and two weeks for you to use the material. Please have the materials returned to our office by October 31. A preaddressed mailing label is enclosed for returning these materials.

If we can help in any other way, please let us know.

Sincerely,

Mary Thompson
Editor
Curriculum Information News

Thrisha Shiver
Project Coordinator
Resource Team for the
Disadvantaged

MT/TS/sb
Enclosures
cc: J. Wircenski

THE PENNSYLVANIA STATE UNIVERSITY
COLLEGE OF EDUCATION
Division of Occupational and Vocational Studies
RACKLEY BUILDING
UNIVERSITY PARK, PENNSYLVANIA 16802

September 8, 1983

Mr. Andrew Ruzanic
Mercer Co. AVTS
P.O. Box 152
Route 58
Mercer, PA 16137

Dear Mr. Ruzanic:

We at Penn State are pleased to hear of your interest in borrowing some of the instructional materials for special needs students. Enclosed please find "Electromechanical Technology," "Electronics Technology," and "Industrial Electricity" as you requested. We allow a week for mailing time to and fro, and two weeks for you to use the material. Please have the materials returned to our office by October 6, 1983. A preaddressed mailing label is enclosed for returning these materials.

If we can help in any other way, please let us know.

Sincerely,

Mary Thompson
Editor
Curriculum Information News

Thrisha Shiver
Project Coordinator
Resource Team for the
Disadvantaged

MT/TS/sb
Enclosures
cc: J. Wircenski

Home Economics Education — 814-865-5441 Industrial Arts Education — 814-863-0275 Vocational Industrial Education — 814-865-8361